

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses two main points. Firstly, it draws the conclusions of the study conducted based on the research questions submitted and elaborated in the first chapter. Secondly, it submits some suggestions for other writers who are interested in conducting study in the similar area. In addition, it submits some suggestions for teachers who are willing to employ questioning strategies in their teaching.

5.1 Conclusions

This section presents the conclusions of the study conducted based on the three research questions. The purposes of this study are to investigate the teacher's questioning strategies in the classroom, to investigate the teacher's rationale in employing the strategies, and to identify the most helpful strategies for the learners.

The findings show that the teacher employs several of questioning strategies in the classroom. The teacher presents some types of questioning strategies such as repetition, rephrasing, simplification, exemplification, code-switching, blank-filling, and wait-time. The reason of employing the strategies is because the learners do not provide the answer immediately. The findings show that the teacher mostly used blank-filling strategy in eliciting learners' responses. However, the strategy is not enjoyed by the learners because they just said the last

syllable of a word. Meanwhile, there is an unidentified strategy in the four lessons of video-recording namely decomposition. The teacher infrequently delivered an initial question that was decomposed into two simple parts in order to get other information from the responses.

Based on the findings of the second research question, it is revealed that the teacher has three main reasons in employing the questioning strategies. The teacher considers characteristics of the learners' as the first rationale in using the strategies. The second reason of teacher's rationale is teacher's understanding of the questioning strategies. The third reason is the goals of teaching. Each strategy has a relationship with the aspects of teacher's rationale that is stated before.

Furthermore, the other findings show that the most helpful strategies are code-switching, exemplification, and wait-time. It indicates that the EFL learners need stimulus from the teacher in studying English. They prefer the teacher to switch the language from the target language (L2) into their first language (L1). In addition, the learners need an example before doing the task and the learners require the sufficient time to answer the question given by the teacher.

It can be inferred that the teacher in this study is aware on questioning strategies. In other words, the questioning strategies are employed to elicit learners' responses. Unfortunately, the strategies do not encourage the learners to produce more response, because the teacher dominates the talks in the classroom. Related to the learners' opinion toward the most helpful strategies, teacher should reduce blank-filling strategy since it was not effective to be employed too much.

The teacher should employ more exemplification strategy and provide sufficient wait-time to the learners for answering the question.

5.2 Suggestions

There are some suggestions that can be recommended for the follow-up studies. The suggestions deal with the teachers and further writers who are interested in conducting study in the same area.

The teacher should apply questioning strategies that are appropriate for the learners. It is suggested for the secondary teachers not employ blank-filling strategy too much during the teaching process, because the learners are not elementary learners any more. The questioning strategies which were employed by the teacher should help the learners actively answer and respond the question in the class. Giving the learners opportunity to express their idea in the lesson is important to do by the teacher. Thus, the teacher needs to extend the question to the higher level of thinking, not only to give yes/no question. Furthermore, the teacher is expected to upgrade their teaching skill, especially in questioning. Teacher can read references book for teaching and following the training for the better quality teacher.

The second suggestions are for further writers who are willing to explore the topic of questioning strategies. Other writers can focus the study on the most strategies frequently appeared in the EFL classroom. Besides, they can involve the eleventh or the twelfth grader teachers as the participant. The further writers can take bilingual or international standard school as the site of the study. In collecting

the data, further writers can use questionnaire and document analysis, besides interview and video recording.

