

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 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 mentioned in chapter I earlier. The main purpose of the study is to investigate what questioning strategies are applied by the teacher in classroom interaction. Furthermore, this study is also intended to find out the teacher's and the students' perceptions of the questioning strategies in classroom interaction. The perceptions were focused on three aspects, namely teacher's perceptions toward the implementation of questioning strategies, the advantages and disadvantages of questioning strategies and teacher's considerations in applying questioning strategies. Meanwhile, the third section also discusses the students' perceptions toward the questioning strategies applied in classroom interaction. The perceptions were focused on the most helpful questioning strategy for the students along with the students' perceptions toward the implementation of questioning strategies.

In regards to the first research question, the findings showed that the teacher employed several questioning strategies in classroom interaction namely rephrasing, blank-filling, code-switching, probing, simplification, exemplification, repetition, and decomposition. However, based on the analysis of data collected from classroom observation, the most frequent questioning strategy applied by the teacher in eliciting the students' responses is rephrasing strategy.

Most of the time, this strategy effectively elicits responses from the students. The reason why the teacher preferred employing this strategy to the other strategies was because the teacher can help the students to comprehend the questions easier by either giving clue or providing or-choice related to the response expected. At the same time, the teacher still can give the students exposure to the target language (English) and still can make the students think since the students

will analyze what kind of answer or response expected by the teacher by giving certain clues or certain choice.

Meanwhile, from the nine questioning strategies proposed in chapter II, there is an unidentified strategy in the three lessons of video-recording namely wait-time. The teacher infrequently gave longer wait-time for the students to give responses. Regarding this, the teacher stated that the students often fail to answer the questions and they will just keep silent when the teacher applied wait-time strategy. Therefore, the teacher preferred employing the other questioning strategies to wait-time strategy.

For the second research questions, there were several findings that can be pointed out. Firstly, related to the teacher's perceptions toward the implementation of questioning strategies, the teacher generally showed positive perception. She found out that generally questioning strategies applied in her lessons were helpful for her in managing classroom interaction. The questioning strategies that was found to be the most helpful was rephrasing.

The second finding was related to the advantages and disadvantages of applying questioning strategies. Based on the analysis, the advantages of applying questioning strategies in classroom interaction were triggering the students to be more active in participation, more confident in speaking English and to be more engaged in the lesson. Meanwhile, by applying questioning strategies, the teacher can check the students' progress in comprehending the materials, check the students' knowledge of related materials, and also check the students' readiness before the teaching-learning process starts. Meanwhile, for the disadvantages, employing questioning strategies inevitably takes longer time to wait for the students to give the answer and response correctly. Then, sometimes employing questioning strategies can be burdensome for the teacher since the teacher is expected to be as creative as possible in modifying the questions.

Then, the third finding related to teacher's perceptions was teacher's considerations in applying questioning strategies in classroom interaction. There were some considerations to be considered carefully by the teacher in applying questioning strategies in classroom interaction. The first consideration was the students' level of language mastery. In order to be able to elicit the students' responses, first of all, the teacher should know her students' characteristics so the

teacher can give the questions that are relevant to the students' level of language mastery. The second consideration was the goals of the lesson. Then the last consideration was time. The time allotted in classroom is obviously very limited, therefore the teacher needs to make sure to use it wisely so the other activities that have been planned can be achieved effectively in the classroom.

The last research question was related to the students' perceptions of questioning strategies applied by the teacher in classroom interaction. The students' perceptions were focused on finding out the most helpful questioning strategy for the students and the students' perceptions toward the implementation of questioning strategies. Based on the findings, the students also find rephrasing strategy as the most helpful questioning strategy in making them easier to comprehend the teacher's questions. According to the analysis of the data collected through interview, four out of nine students said that rephrasing strategy really helped them in understanding the questions and in getting the correct answer. Moreover, the students also said that the strategy also helped them to learn English since the teacher will still give them an English questions, even though rephrasing strategy was employed.

In regards to the students' perceptions toward the implementation of questioning strategies, the students found that questioning strategies are really helpful in making them comprehend the questions given by the teacher better. Moreover, questioning strategies also help the students in gaining their confidence to express their ideas verbally since several strategies, like rephrasing, provide clues or choice of the answers. Clues and choices of the answer can build the students' confidence in giving the answer.

5.2 Suggestions

From the conclusions stated in the previous section, there are some suggestions that can be recommended. The suggestions will deal with the teachers and the students in relation with the implementation of questioning strategies in the classroom interaction.

The first suggestion is related to the implementation of questioning strategies. Teacher, as the initiator and sustainer of the classroom interaction should be able to create the interactive interaction and atmosphere in the classroom. Then,

one of the best ways to create the interactive classroom interaction is by employing questioning strategies. There are several questioning strategies that can be employed by the teacher in eliciting the students' responses. The questioning strategies that can be applied are rephrasing, blank-filling, code-switching, probing, simplification, exemplification, repetition, decomposition, and wait-time. However, since the findings of this study showed that the teacher mostly applied rephrasing strategy in classroom interaction. Employing rephrasing strategy can be suggested to be applied more to elicit the responses from the students since the students involved in this study also found that the most helpful strategy for them was rephrasing strategy. Rephrasing strategy can be applied when the teacher wants to ask certain questions related to concept or to check the students' comprehension.

In addition, it is also suggested that the teacher can apply the other questioning strategies as well. Based on the result of the analysis, there are some strategies that are better to be applied more and there are some strategies that should be considered carefully to be employed. Probing, simplification, exemplification, and decomposition are categorized into better strategies to be applied more. This is because the aforementioned strategies are strategies that can develop students' thinking skills and develop the teacher's creativity. Probing strategy can be applied when the teacher wants to check the students' further knowledge or comprehension about certain learning material. Probing can also be applied in the beginning of the class when the teacher wants to check the students' prior knowledge related certain topic.

Simplification and decomposition strategies can be employed when the questions given are too long or too complicated to be comprehended by the students. By applying these two strategies, the teacher can make the form of the questions to be simpler and more digestable for the students. Then, exemplification strategy can be applied when the teacher wants to help the students to get the point of what is being asked. This strategy can also be applied when the teacher asks question about certain topic that has not been explained beforehand. The students are expected to be able to think about the expected answer through the example given.

Meanwhile, blank-filling and repetition strategies are said to be the strategies that need to be applied carefully. The frequency of the use of those two

aforementioned strategies need to be minimized. The teacher said that sometimes blank-filling and repetition were not helpful in eliciting the students' responses. Blank-filling sometimes failed to elicit the expected responses from the students since the students tended to give random answers freely. Meanwhile, repetition strategy is also considered less helpful in helping the students to comprehend the question better since the problem lies on the question itself from the start. Therefore, it is suggested that teachers can minimize the use of blank-filling and repetition strategies in classroom interaction. Blank-filling can be applied when the expected answer is the key point or the key word of the learning material. Then, repetition strategy can be more applied in getting the students' attentions to the questions.

In addition, it is also suggested that the teacher can apply more wait-time strategy in the classroom interaction since wait-time is really useful in developing students' thinking skills. Wait-time can be applied everytime the teacher asks questions to the students though the teacher still needs to consider the time allotment carefully. Therefore, the teacher somehow needs to be more patient in waiting for the students' response.

In applying the questioning strategies, the teacher should consider several considerations related to the level of students' language mastery, the goal of the lesson, and the time allotment. Thus, the teacher should be selective in applying certain questioning strategy in eliciting the students' responses. Besides helping the students to comprehend the questions given, the questioning strategy applied by the teacher should also facilitate the students in developing their thinking skill.

The next suggestion proposed is related to the students' perceptions of the questioning strategies applied in the classroom interaction. Since the students feel that the implementation of questioning strategies is helpful to make them easier in comprehending the questions given by the teacher, the students themselves should be brave in expressing their ideas. The students are not expected to be always dependent on the teacher's questions. They are expected to be more active and participative in the classroom interaction by triggering themselves to be willing to learn more.

Then, finally the findings of the study are expected to be able to provide comprehensible and understandable information related to the questioning

strategies in classroom interaction or any similar studies that will be carried out, especially for the students of English Education Department at Indonesia University of Education.