

## CHAPTER V

### CONCLUSIONS AND RECOMMENDATIONS

This chapter presents the conclusions of the study and recommendations gained from the research findings and for further development of the study or other relevant studies.

#### 5.1 Conclusions

This study reported how the teachers promote student questioning in EFL class and the effective strategies in promoting student questioning from the teachers' perspective. The teachers conducted various strategies to promote student questioning in their classes. The strategies between the two teachers were different considering the students' proficiency level and the topic of the lesson. From the presented findings, it can be concluded that there are fourteen strategies used by the teachers found in this study to promote student questioning; providing a free question time, providing question-answer session, using interactive instructional approach, using problem-based learning, using turn-taking questioning, providing rewards, developing a receptive classroom atmosphere, giving opportunities, giving questioning drilling, giving corrective feedback, using pictures, using charts, giving explicit instructions, and giving question-centred pedagogy.

Further, this study shows five strategies which dominate the strategies in promoting student questioning in this study and they were indicated effective to encourage the students to ask more questions in class. These strategies include providing a free question time, giving turn-taking questioning, providing rewards, developing a receptive classroom atmosphere, and giving explicit instructions. Meanwhile, from the teachers' perspective, it is indicated that providing suitable stimuli, providing appropriate activities and stimuli, and developing a receptive class were also effective in promoting student questioning in class.

The aforementioned effective strategies are indicated as powerful in promoting student questioning since they are able to influence and encourage the students to ask more questions in class and the number of students' questions were great. As the result, the students became active in participating and

practicing the target language in class since they were facilitated to ask questions, respond to the questions, express their opinion and present their performance. The students' interaction was increased and the class was dynamic. The students' curiosity was also encouraged when the teachers applied the strategies with the expectation that the students' critical thinking would be increased. The students also looked motivated in learning the target language which would positively affect the students' achievement in class.

Finally, the present study concludes that Indonesian EFL students would be promoted to ask productive questions in class when the teachers: (a) considered and set activity which required the students to construct and pose questions in class; (b) provided objects or topic of questioning which were able to scaffold the students in asking questions; (c) provided an accepting questioning classroom climate to make the students to ask questions actively, safe and confidently; (d) explicated the instructions covering the range of questioning activity and topic of questions that the students should do. Thus, student questioning could be raised through instructional interventions from the teacher.

## **5.2 Recommendations**

After conducting the research and finding the results of the present study, it is suggested that the teachers, participants of this study should practice the strategies in promoting student questioning continuously so that the students' problem of participation is able to be resolved. The teachers also should read more investigations on other practices of strategies in promoting student questioning to make the teaching and learning process more interactive and various.

Future researchers are recommended to do further studies on applying the strategies in promoting student questioning, particularly providing a free question time, giving turn-taking questioning, developing a receptive classroom atmosphere, giving explicit instructions and providing suitable activities and stimuli in different levels and classes. Through continuous and simultaneous studies, it is expected that the teachers' strategies in promoting student questioning can be applied to help Indonesian teachers in increasing the classroom interaction and developing students' critical thinking.

More complete descriptions of the strategies in promoting student questioning can be achieved through more statements of the problem. The results of this study are specific to the site and participants of the study. Thus, they could not be generalized. Further studies on similar contexts and focuses on different levels and classes are urgently needed to expand scopes of the studies and results.