

## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTIONS**

This chapter presents the conclusion and suggestion for later studies or practices. The conclusion is drawn from the research findings and discussion presented in chapter IV while suggestions provide some ideas addressed to English teachers and further research relating teacher questioning that promote students critical thinking in High School. The limitation of the study is also presented to accomplish the evaluation purpose for the better future study.

#### **5.1 Conclusion**

Based on the findings and discussion presented in the previous chapter, there has been many aspects in partaking the process of students critical thinking through questioning practices.

The data collected through the research process revealed that question types, specifically high level questions give more plausibility for students to respond it critically. It was implied during the questioning process that employed evaluative and analytical questions. Thus, based on the teacher's interview, both teachers also admitted in using those type of questions to elicit student's critical thinking.

However, in asking analytical and evaluative questions, the questioning must begin by a clear and understandable questions form stated by teacher. Once students responded to the teacher's questions, the follow-up should be employed by the teacher. It is because teachers' follow up treatment in responding the students' responses elicited deeper understanding about students' answer. Besides, the data also showed that, some student that were afraid in sharing their ideas or arguments need teacher's direct questions that was employed in follow-up question.

Moreover, by having a follow-up question, many discussion and platform of arguments statements occurred. Thus, it also indicated the constructivist learning situation, where students were able to see another point of view from other's students' perspectives. This learning environment then create more possible critical

thinking process from the students. The ability in reasoning from the process of analyzing and evaluating others answers helped a lot in conducting valid conclusion skill which is also the highest skill indicating critical thinking and higher order thinking skills.

In conclusion, this study found that teachers questioning practices can promote students' critical thinking with several partaking process. Thus, including, the types of the questions, the context and the content of the questions and also the sequence pattern of questioning that requires IRFR pattern.

## **5.2 Limitation**

Although this study had investigated teachers questioning practices regarding its process in encouraging students' critical thinking. The obstacles that cause some shortages throughout the research conducting process still indubitably happened.

The main limitation here was that this study conducted during the last weeks of school teaching-learning activities (*KBM*). Therefore, the material and learning process observed during this study were likely to be less-structured as the learning target schedules from the syllabus has done. Teachers held some reviews and discussion during the classes and did not really put systematical planning including the lesson-plan. Another limitation here was that some students' conversation during the observation process couldn't be captured clearly due to the renovation held in the school.

## **5.3 Suggestions**

Based on the data obtained from this study, the researchers recommend several suggestions for both English teachers and other researchers, who are interested in conducting research in the same field.

### **5.3.1 Suggestions for Practical Implementation**

Asking high level-questions is inevitably demanded in order to activate students critical thinking. However, even though its questioning process has quiet proportion in contributing the critical thinking ability for students, the higher level thinking of students that requires in responding such questions often cause a long-responses in the discussion or even no responses at all. Therefore, having a follow-

up responses and guiding questions right after the given critical questions would be really helpful and effective in the learning process. Students would also find it easier to join the discussion and share their ideas. Such process, nevertheless need teachers' willingness and commitment in creating an effective questioning process that able to promote critical thinking ability gradually.

### **5.3.2 Suggestions for Further research**

Critical thinking has been studied by many scholars to have such a wide and broadened concepts. The more detail and comprehensive the critical thinking investigation, the better and less-inaccurateness happened. This research, although investigate the critical thinking occurred during the responding session of the questioning, it is highly recommended for the future researchers to have deeper and longer critical thinking process from the questioning by also including the last segment of the learning process. Thus, by means, it is suggested to investigate the final process of students learning process in the school and cultivate the contribution of the teachers' questioning.

### **5.4 Concluding remark**

This chapter has presented, the conclusion of questioning and critical thinking including the limitation of its study, the implication and also the suggestions for further research based on the findings and discussion presented in chapter IV.