

CHAPTER V

CONCLUSION AND SUGGESTIONS

In this chapter discuss conclusions from the data obtained from the results of the analysis, and also in this chapter provide several suggestions for teachers or researchers regarding the topics discussed in this research.

5.1. Conclusion

Based on the results of research conducted regarding the application of questioning strategies by two teachers at SMAN 5 Palangka Raya in the context of English learning for grade eleven, several things can be concluded:

Based on observations and interviews, Teacher 1 uses three types of questions in learning English, namely procedural, convergent, and divergent. This strategy is effective in creating dynamic classroom interactions and ensuring student understanding. Convergent questions help check understanding and ensure definite answers, while procedural questions maintain order in classroom activities. In addition, divergent questions play a role in encouraging students to think critically and open space for different points of view, thereby increasing active participation. The main challenges faced by Teacher 1 were changes in the curriculum and differences in student abilities, but the teacher's flexibility in providing gradual guidance ensured that students continued to follow the lessons well. Overall, the questioning strategy used by

Teacher 1 is in line with theory (Richards & Lockhart, 2007) and is effective in motivating student engagement. Increasing the use of divergent questions in the future could enrich the learning process and further encourage students to actively participate. Based on the results of observations and interviews, the questioning strategy used by Teacher 2 focuses on procedural and convergent questions to maintain order and ensure student understanding. The main challenges faced by teachers are students' low interest in difficult lessons and limited vocabulary. To overcome this, teachers use an interesting approach through humor and intonation of voice, as well as providing an appreciation for students' answers to create an inclusive learning atmosphere. Even though Teacher 2 did not use divergent questions because learning was still at the beginning of the semester, the application of convergent and procedural questions had already had a positive impact in increasing student engagement and understanding at a basic level. The addition of divergent questions in the future can enrich the learning experience and encourage students' critical thinking, in line with (Richards & Lockhart, 2007) theory about the important role of questions in classroom interactions.

Based on the results of observations and interviews, both teachers implemented questioning strategies in English learning which focused on using questions to maintain order, verify understanding, and encourage interaction in class. Teacher 1 and Teacher 2 used procedural and convergent questions to ensure instruction was well received and check student understanding. Apart from that, teachers also face challenges such as curriculum changes, differences in student abilities, and limited student vocabulary,

and try to overcome them by providing gradual guidance and appreciation for student participation.

Even though the use of divergent questions was not optimal at the beginning of the semester, the questioning strategy applied has succeeded in creating an active and interactive learning atmosphere. Both teachers realized the importance of questions in facilitating student participation and making learning more enjoyable, in accordance with (Richards & Lockhart, 2007) theory. In the future, increasing the frequency of divergent questions can help enrich the learning process and further encourage students to think critically and participate actively.

5.2. Suggestions

Teachers are advised to increase the use of divergent questions in the learning process, even at the beginning of the semester. Although the start of the semester is often thought of as a time for adjustment, asking questions that stimulate critical thinking can help students get used to a reflective mindset early on. Questions like these can arouse curiosity and engage students in more meaningful discussions, thereby enriching their learning experience.

Teachers can also be more varied in asking questions to suit students' needs and ability levels. For example, when dealing with students with limited vocabulary, teachers can use a combination of prompts and open questions so that students still feel

supported. Using scaffolding techniques, such as providing concrete examples before asking complex questions, will help students be more confident in their answers.

In addition, teachers are advised to utilize questioning strategies as a reflection tool in learning. Teachers can evaluate student responses and use the results to adjust teaching methods in subsequent sessions. By exploring a variety of questions and providing space for students to answer without fear of being wrong, an inclusive and interactive classroom atmosphere can be created, which is in line with the goal of effective and enjoyable learning.

