

CHAPTER V

CONCLUSION & SUGESSTION

In this chapter, conclusions will be presented from all the research results based on analysis of previous studies. These conclusions and suggestions are expected to provide a clear picture of the influence of questioning as a strategy used by teachers to improve students' speaking skills, and the researchers' suggestions are also expected to serve as recommendations for teachers, researchers, and other interested parties who are interested in developing learning strategies, especially in the context of using questioning as a strategy. The recommendations presented are intended to serve as a basis for consideration and guidance for improving and developing more effective and enjoyable English language learning in the future.

5.1. Conclusion

5.1.1. Improving Speaking Fluency

Based on the results of the research that has been conducted, it can be concluded that questioning as a strategy plays an important role in improving students' speaking skills This is obtained from the following articles which explain the benefits of using questioning as a strategy in improving students' speaking skills, Teachers' Questioning Strategies In Achieving Students' Speaking Competence In English, by (Yasid et al., 2021), The Impact of Teacher Questioning on Creating Interaction in EFL: A Discourse Analysis, by (Al-Zahrani & Al-Bargi, 2017), The Power of Questioning Strategy on Students Learning English in the Classroom by (Sujariati, 2022), An Analysis Of Teachers' Questioning Strategies In Elt (English Language Teaching) The Classroom Interaction At Eleventh Grade Sma Muhammadiyah 1 Unismuh Makassar, by (Erianti et al., 2018, Improving Students' Interaction And Motivation By Teachers' Questioning Strategies, by (Zuraidah Nasution & Syafrina Prihatini, 2024), An Analysis Of Teacher Questioning Strategies In Elt (English Language Teaching) At Seventh Grade Of Smp In Nita Sub District, by Timu et al., 2023, Exploring Teachers' Questioning Strategies in an EFL Classroom Interaction: A Case Study of A Vocational High School, by Lestari & Puspitasari (2023), THE Implementation Of Questioning Strategy In Teaching Speaking For The Tenth Grade In Ma Al-Abror Blumbungan Pamekasan, by Hanna, 2018, Teachers Questioning Strategies In Teaching English at Secondary School, by Am et al., n.d, Improving Students' Speaking Skill through Questioning Paper at Poltekkes English Club Meeting, by Basir (2024), Questioning Strategies in the English Classroom Interaction: An Effort in Improving EFL Learners' Language Skills, by Hulmayadi Rahman et al.,(2024), questioning as a strategy used by teachers has been proven to improve students' speaking fluency through interaction and active

participation in the classroom.

5.1.2. The Most Frequently Question Types Used by Teachers

The research also concluded that the types of questions used by teachers are very diverse and adapted to the students' ability levels. Of all the question types, the referential question type is the most frequently use by teacher in helping to improve students' speaking skills as it encourages students to give longer answers. Divergent questions also support students to think more critically and creatively, especially for more advanced students. Other question types such as promoting and probing based on Bloom's taxonomy, help increase students' participation in speaking.

5.1.3. Challenges Faced by Teachers

In its implementation, teachers also face various challenges. Some of them include student characteristics, limitations in designing and delivering questions effectively, as well as time constraints and creativity in learning implementation. These challenges need to be overcome so that questioning as a strategy can be implemented optimally and have an optimal impact on the learning process. Overall, the questioning as a strategy is one of the effective learning methods to improve students' speaking skills if applied appropriately and adjusted to the class conditions and students' abilities.

5.2. Suggestion

From this study, it is suggested that teachers should be more varied in using various questioning techniques, especially increasing the use of divergent questions to encourage students' critical thinking skills while improving fluency. Schools are expected to provide special training for teachers in implementing this strategy. Students are encouraged to be more active and confident in answering the teacher's questions without feeling excessive fear and anxiety. For future research, it is recommended to conduct research with more practical methods, such as class action research.

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