

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter is divided into two sections: conclusion and suggestions. The first section presents the conclusions based on the findings of the study, while the second section provides suggestions for the teachers, students, and future researchers.

A. Conclusion

This study has described the types of questioning strategies used by an English teacher. The teacher employed four strategies namely: Prompting, Probing, Repeating, and Redirecting. These four types of questioning strategies were implemented by the teacher to support the teaching and learning process. Based on the findings and discussion in the previous chapter, from 29 identified questions, the Prompting strategy was the most frequently used, appearing 11 times, Repeating 10 times, Redirecting 5 times, and Probing 3 times. These findings indicate that the teacher employed a variety of questioning strategies throughout the learning process, adjusting them according to the needs, conditions, and learning materials, as well as the characteristics of Vocational High School students who tend to be more oriented toward practical skills than academic skills.

The Prompting strategy helped the teacher manage classroom interaction and made it easier for students to understand questions related to the lesson material. The probing strategy helped the teacher encourage student

participation and assess their understanding. When a student answered a question, the teacher followed up with further questions, which motivated the student to continue participating by attempting to answer the follow-up question. In the Repeating strategy, the teacher asked the same question two or three times to give students more time and more opportunities to respond. The repetition gave students a second chance to understand the question and respond. In the Redirecting strategy, when a student could not answer or gave an incorrect answer, the teacher redirected the question to other students, by mentioning students' names, aimed to increase student participation and confidence.

The use of Prompting, Probing, Repeating, and Redirecting because the teacher wanted to make students more active in the English classroom. The teacher realized that some students were still shy, afraid of making mistakes, or confused when they had to answer questions in English. The first reason was to check students' understanding. The second reason was to encourage students' participation. The teacher used questioning strategies to involve students in classroom activities. The third reason was to build students' confidence. In English learning, confidence is important because many students are afraid of making mistakes when speaking English. The last reason was to manage classroom interaction.

A significant finding is the teacher frequent use of Indonesian during the Repeating strategy, which the teacher explained in a follow-up interview as a bilingual method to prevent student misunderstanding. This finding offers

novelty by showing that Repeating is shaped not only by pedagogical factors, but also by contextual considerations such as students' limited English proficiency. It suggests that in Vocational High School contexts, the teachers adapt their questioning strategies to their students' specific needs.

These findings contribute to English Language Teaching, particularly regarding the teacher's questioning strategies. These findings provide both the teachers and researchers with an understanding of the types of questioning strategies and how these strategies affect students' participation and confidence during the learning process. This understanding enables the teachers to adapt their approaches to classroom needs. For future researchers, this study provides a basis for further inquiry into the teacher's psychological factors or the impact of questioning strategies on learning outcomes, especially in Vocational High School contexts.

This research had several limitations. First, this study involved only one English teacher as the interview participant and observation subject. Therefore, the findings may not represent the variety of questioning strategies used by other English teachers in the same school or in different educational contexts. Second, the classroom observation was conducted only once due to scheduling limitations, including various school activities, the Final Semester Exams, and the end-of-semester break. As a result, the data may not fully capture the consistency of the teacher's questioning strategies across different classroom situations and learning activities. Third, this study was conducted in only one Vocational High School, so the findings are limited to the specific school

context and may not be generalized to other vocational schools with different characteristics. Fourth, this research focused on one English learning topic observed during the classroom interaction. Therefore, the use of questioning strategies in other topics or learning contexts may produce different findings. Despite these limitations, the researcher hopes that the findings of this study can contribute to the understanding of questioning strategies in English Language Learning, particularly in Vocational High School classrooms.

B. Suggestion

Based on the findings, several suggestions were made to the teacher, students, and future researchers. The suggestions are as follows:

1. For the teacher
 - a. Artificial Intelligence (AI) should be integrated carefully and appropriately in English learning activities to support the teaching and learning process. The use of AI should be accompanied by clear guidelines and proper limitations to ensure that it functions as a supportive learning tool rather than replacing students' own thinking processes. In addition, technology-based learning media, such as educational websites like Wordwall, can be utilized to create more engaging and interactive classroom activities.
 - b. The teacher is expected to build a positive rapport with students before starting the lesson to create a comfortable, safe, and supportive learning environment.

- c. The teacher is encouraged to foster students' independence and critical thinking skills by implementing a combination of teaching methods, such as Project-Based Learning (PjBL) integrated with both digital and non-digital collaborative activities.
- 2. For the students
 - a. Students must focus on the learning process and practice critical thinking to develop a mindset for using English.
- 3. For future researchers
 - a. Future researchers are encouraged to investigate in greater depth the psychological factors of the teachers, such as self-confidence, teaching experience, and perceptions of students' abilities, that influence their choice of language (English or Indonesian) when implementing questioning strategies.
 - b. Future researchers are advised to use a quantitative approach or mixed methods to examine the extent to which questioning strategies influence student learning outcomes.
 - c. Future researchers are advised to involve different educational levels, such as junior high school, senior high school, higher education, or use other expert theories to strengthen the application of questioning strategies.