

CHAPTER V

CLOSURE

This chapter contains the conclusion, advice regarding the finding, and discussion about the use of questioning strategies in promoting students' critical thinking.

A. Conclusion

Based on the findings and discussions in the previous chapter, it can be concluded that:

1. The teacher used all of the types of questioning strategy proposed by Wu (1993) they are repetition, rephrasing, simplification, decomposition also probing strategy. Moreover, probing strategy was the most widely used because the teachers wanted students to express their opinions and assessments throughout this strategy. The students seemed brave to express their ideas and tried not to be shy to tell what they had in mind about the material given. By employing teacher questions based on Bloom's taxonomy and Wu's teacher questioning techniques, students' critical thinking was about to be promoted.
2. The use of questioning strategies in three learning sessions, the beginning of the lesson, the middle of the lesson, and the end of the lesson, have a big impact on the student, especially in their critical thinking ability. The teachers approve; using appropriate questioning strategies in each session can make learning objectives more optimal. In this study, at the beginning of the lesson questioning most frequently used is repetition also probing

strategy with the reason that it is easier to point out the activity before learning. Furthermore, at the middle of the lesson, the most dominant teacher used the repetition strategy with the reason to restore student focus and make sure the material is well received. The last, at the end of the lesson, the questioning strategy most used by the teachers were repetition and probing strategies, with the reason being the use of repetition strategy to be able to make students oriented to answer correctly. For the probing strategi the teachers argued that is used because to get a complete answer from students and be a measurement in determining whether students understand the lesson or the material must be repeated again.

B. Suggestion

Based on the research finding, some suggestions were suggested from the researcher after completing this research. The suggestions are:

1. English Teacher

The researcher suggests teachers be more varied in using the questions and questioning strategy, especially in using synthesis and evaluation question which will promoting students' critical thinking more. Using lots of questions that can stimulate their critical thinking, such as high-level questions accompanied by other questioning strategies such as rephrasing also simplification strategy, but the ability of the students is also a consideration.

2. Students

Based on the results of the study, the students are expected to be more active in class, not only acting as recipients of lessons but also trying to be more courageous in expressing questions and opinions in class.

3. Further Researcher

For researchers who are interested in conducting the same topic as this study, the researchers suggest conducting research with more detailed and specific coverage. The current study is limited to the opinions of the teachers without taking special action in the classroom. Investigating by using the experimental method by knowing and experiencing directly will be better able to interpret and present more accurate suggestions in the use of questioning strategies in the classroom, especially in the field of promoting student critical thinking.