

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After analyzing the types of question based on the research findings and discussion in the previous chapter, it could be drawn the conclusion of the present study which was designed to suit the objectives of the study: to find out the types of teacher's questions used during teaching-learning process in SMA Swasta RK Serdang Murni Lubuk Pakam and to describe the reason why the questions are used in teaching-learning process. The conclusion of the present study can be drawn as follows:

1. Dealing with the types of teacher's questions, it was revealed that the teacher used Factual questions totally 55,4%. On the other hand, the Empirical questions were raised totally 21,5%, meanwhile the Productive questions were comprised 3,1%, and the Evaluative questions were 20%. And the most dominantly used was Factual Questions. Although most of the questions posed by the teacher to be factual questions, the teacher seemed to be of those types of teacher who tried to promote negotiation of meaning in the classroom.
2. Dealing with reason of using the teacher's questions, firstly, the factual questions were used by the teacher because the teacher wanted to ask the students to simply recall of their knowledge and comprehension about the topic. Secondly, empirical questions used by the teacher

because the students were demanded to be able while integrating and analyzing given as the application. Thirdly, productive questions used by the teacher because the teacher would like the students to be more creative while thinking and producing something unique as the answers. And the last, evaluative questions used by the teacher because the teacher wanted the students to make judgment about something given such in this present study the topic was discussion text, so here the students were asked to give opinion and then judge, but not only giving and judging, but also expressing the value. It can attract students' attention and participation in the teaching learning process. It can be started from the pre-activity until main-activity. In teaching learning process teacher will know how understand students by posing questions.

## **B. Suggestion**

1. The teacher should be aware while posing the question during the teaching-learning process. The questions which are used should be appropriate with the lesson. The teacher also may provide immediate feedback which will motivate students to participate. In this way, rather than directly saying that the students' response is unrelated to the questions, the teacher can reconstruct the questions and raise it to the class for them to think about, so that the target language and the goals of the lesson can be achieved by the

students. These types of questions in this present study can be used by the teacher in order to be reference for improving the students learning and developing teaching skill.

2. The findings of this research can be used as a reference to give better understanding for the future researcher; the next researcher may provide additional information and comparison that might be relevant to the study.