

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. CONCLUSION

1. Based on the data analysis dealing with the types of questions, the teacher performed four types of questions. They are factual questions, empirical questions, evaluative questions, and productive questions. The most frequent question appearing is the productive questions. The cognitive domains embedded in the productive type is creating. These domain belong to the higher order thinking skill. It implied that teachers' questions promote more higher order questions instead of lower order questions..
2. The teachers used some strategies to promote students thinking skill. Teacher A used rephrasing strategy, simplification strategy, repetition strategy, decomposition strategy, and probing strategy. While, Teacher B used rephrasing strategy, repetition strategy, and decomposition strategy. Teacher B did not used all of questioning strategies. It was because students' ability in class B was better than class A. That was why students B did not need to give clue and ask other students to answer the question.

## B. SUGGESTION

1. To both of English teachers in SMK Negeri 10 Medan should be able to vary types of questions in the learning process. Teacher A mostly used evaluative questions; it means that the teacher focused in improving evaluating levels. Teacher A should also be able to use more productive questions so that students can always make their own sentences or texts. The teachers used the least amount of empirical questions. Both of teachers can use empirical questions more often so that students can more apply and analyze the things related to their lessons.
2. For the other researcher who wants to conduct this research, the results of this study can be used as a reference or relevant study related to the teacher's questions to promote students thinking skill.