

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

After collecting the data and analyzing the result of the research, the researcher drew some conclusions and suggestions about teacher questioning in improving students' productive thinking in teaching reading descriptive text at SMK Negeri 1 Binjai.

5.1 Conclusions

According to the findings and discussion above, the researcher can conclude two points as follows:

5.1.1 Both of English teachers at SMK Negeri 1 Binjai use 5 types of question in teaching reading described by Nutall (1982). They used question of literal, reorganization, inference, evaluation, and personal response. The types of teachers' questions mostly used by teacher 1 (female teacher) in teaching descriptive text is inference question. Teacher 1 used 16 inference questions in the first meeting and 6 inference questions in the second meeting. Meanwhile, teacher 2 (male teacher) used evaluation question a lot than any other types. Teacher 2 used 3 evaluation questions in the first meeting and 8 evaluation questions in the second meeting.

5.1.2 The questions from both of English teachers at SMK Negeri 1 Binjai improve students' productive thinking in reading descriptive text but it doesn't well enough. The questions should stimulate all forms of

students' productive thinking but in reality, the most dominant questions which increase students' productive thinking are questions which are used to improve students' understanding and causal reasoning. The phenomena happened because students only respond to questions that require an understanding of the text (the answer is already in the text). However, for other forms, many students tend to be passive in responding teacher questions.

5.2 Suggestions

After conclude the main points of this study, there are some suggestions and implications for teachers, students and other researchers. These suggestions as follows:

5.2.1 To the teachers

The researcher suggests to the teacher to understand about types of teachers question in reading skill. This is needed because it can help the teachers to engage more students' responses by using appropriate questions which are variety and not flat. The researcher also suggests teacher to pay more attention about students' productive thinking so that the objective of the learning can be reached maximally.

5.2.2 To the students

Students should actively give responses to achieve the goal of learning. The student should be aware about their productive thinking such as giving responses in one important way. The students should have more time to practice reading, not only in school but

also in their home. The students also should expand vocabulary and grammar mastery that can be used in their reading activity. The students must try to ask question that they do not understand about the material so that they can get the point of the material.

5.2.3 To other researchers

The researcher hopes this study will be useful for another researcher as reference related to this subject. For other researchers who want to conduct the similar research about teacher questioning, it's better to analyze about teacher questioning in improving other students' thinking skill based on the newest curriculum.

