

CHAPTER V

CONCLUSSION AND SUGGESTION

This is the last chapter of the present study. It is consisted of two subchapters that are conclusions and suggestion.

A. Conclusions

Based on the research findings and discussion in the previous chapter, it could be drawn the conclusion of the present study which were designed to suit the objectives of the study. There are two objectives of the present study; (1) to find out the types of questions used by teachers at tenth grade; (2) to investigate the relation from teacher's questioning in teaching-learning process at grade ten in SMA Yayasan Pendidikan Shafiyyatul Amaliyyah Medan and SMA Swasta Tunas Pelita Binjai. The conclusion of the present study can be drawn as follows:

1. Dealing with the types of teacher's questions, it was discovered that the teacher utilized certain types of questions. Referential/open question that were used by teacher were considerably fewer than the display/closed questions had the percentages 15%. On the other hand, display/closed question had percentages 85%. These propositions of type of questions inhibit the students from performing their language competence extensively.
2. Dealing with the related of teacher's questioning in teaching learning process, questioning is part of teaching learning process in classroom interaction. By

asking questions, it can attract students attention and participation in the teaching learning process. It start from the pre-activity until main-activity. In teaching learning process Teacher will know how understand students are by these processes.

B. Suggestions

1. For the English Teacher

- a. Teacher should be aware of the significance of posing question in classroom. Various types of questions especially display/closed questions and referential/open questions should be used by teacher during the teaching and learning activity because teacher's questioning can be used initiate classroom interaction, check students' understanding and encourage students oral response in target language.

Well formulated questions should be prepared by teacher before he or she start the teaching and learning processes. The questions are also need to be synchronized with the objectives of the lesson.

- b. It is recommended for teacher to study more about asking questions in order to develop teaching skill.

2. For next researchers

- a. The present study only involves two English teachers and two classes of grade ten senior high school in the different schools so that some of the result may not applicable to others teacher and education level. A further

research with a wider scope of the study is expected to give valid generalization.

- b. In order to give more insight teacher's questioning, a quantitative research (i.e. experimental research) about the influence of designed teacher's questioning toward students' understanding of certain materials is worth investigating.



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