

CHAPTER V

CONCLUSION AND SUGGESTION

A. CONCLUSION

After analyzing the data, conclusion is drawn below:

The kinds of questions have been spread respectively to the five out of six from the cognitive domain based on Revised Bloom Taxonomy. As the result of analysis, the understanding level is the most appeared cognitive level used by the teacher with the total of appeared questions is 8 (32%) questions. Then, the analyzing level with 7 (28%) questions, the remembering level with 4 (16%) questions, the applying level with 3 (12%) questions, the evaluating level with 3 (12%) questions.

With the aforementioned result, based on the theory of Revised Bloom Taxonomy, the using of kinds of questions respectively to the understanding level is still categorized to the basic skill. Thus, that level would only aim to elicit factual answers, recognize information from interpreting the meaning and check student's comprehension, but they are unable to think critically, creatively or innovatively to expand or broaden their knowledge or logical thinking.

B. SUGGESTION

In relation to the conclusion, suggestions are presented below:

1. Based on the findings of this research, it is still recommended that the English teacher in that school should be able to enrich students' knowledge or logical thinking by providing kinds of questions with respect to the six cognitive level effectively with related to the subject. The teacher also should prepare the complete questions to analyze the content of the lesson and engage students in active interaction during the classroom activity. Therefore, the teacher could compare which questions functioned to measure the capability of students, and which one to enhance the interaction and communication in the classroom.
2. For those researchers who are willing to conduct similar research, this study is expected to help and to give more information about the teacher's questions.