

## **CHAPTER V CONCLUSION AND SUGGESTION**

### **A. Conclusion**

After analyzing the levels 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 level of questions that used by teacher in English classroom and to reveal the reasons of teacher ask questions to the students in the classroom. The conclusion of the present study can be drawn as follows:

1. Dealing with the level of teacher's questions, it was revealed that the teacher mostly used low cognitive questions than high cognitive questions. There were 107 (91%) low cognitive questions and 10 (9%) high cognitive questions. There were totally 117 questions that asked by the teacher in 200 minutes teaching learning process in English classroom of SMP N 1 kerajaan. Whereas the classifications of questions according to Bloom taxonomy in in Anderson and Krathwohl (2001); they are remembering level 56% (66 questions), understanding level 31% (36 questions), applying level were 4% (5 questions), analyzing level were 9% (10 questions), evaluating level 0% and creating level 0%. From those levels, the high frequency of questions is remembering level. From all the levels of questions, it can be concluded that remembering and understanding levels dominant used in eighth grade and it should be classify into low cognitive questions (LCQ).

2. Gall in Richards and Lockhard (1994) in their book entitled *Reflective Teaching in Second Language Classroom* mention six reasons: (1) To stimulate and maintain students' interest. (2) To encourage students to think and focus on the content of the lesson. (3) To clarify what a student has said. (4) To elicit particular structures or vocabulary items. (5) To check students' understanding. (6) To encourage student participation in a lesson. Based on the analysis, the reason why the teacher asks a question to the students in the classroom is because the teacher believed that giving question can stimulate students' interest, the teacher believed that the question can encourage students focus to think when students learn, the teacher believed that the question is facilitative teacher to know students understanding, and the teacher believed that the question is the way for students to give participation when they learn.

## **B. Suggestions**

1. The teacher should be aware while posing the question during the teaching-learning process. The teacher should make effort to get students more interest in the questions. Teacher can provide different kinds of questions just beyond students' current level and relate the contents of questions with student's daily experience. The teacher also may provide immediate feedback which will motivate students to participate. Teacher should pay more attention to the type of questions; guiding students to think actively and apply into practice flexibly to

improve students' abilities of logical thinking. The teacher should learn more the theoretical background of teacher questioning skill to build the foundation of further practices. These levels 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.
3. Further Researcher, particularly those who have the same problem and interested in conducting research, it is suggested that this study can be a reference. Hopefully, there will be any further research of how to complete this method be more effective.