

CHAPTER V

CONCLUSIONS 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 finding 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 objective of the present study; (1) to classify types of questions based on bloom taxonomy by Anderson and Krathwohl (2001); (2) to examine purposes of questions applied by teacher in English classroom interaction. The conclusion of the present study can be drawn as follows:

1. Dealing with the level of teacher's questions, it was discovered that the teacher mostly used low cognitive question than high cognitive question. There were 69 (100%) low cognitive question and 0 (0%) high cognitive questions. There were totally 69 question that asked by the teacher in 180 minutes teaching learning process in English classroom of SMA S GAJAH MADA Medan. All of the question classify based on bloom taxonomy by Anderson and Krathwohl (2001) : there are remembering were 37 questions (53%) , understanding were 26 questions (38%), applying level

were 6 questions (9%), while analyzing level 0%, evaluating level 0% and creating level 0%. Bloom's taxonomy indicates that level of learning outcomes is determined by lower level questions. It can be concluded that remembering and understanding levels dominant used in eight grade which means can classify into low cognitive questions (LCQ).

2. Based on the analysis, the reason why teachers asks questions to the students in the classroom is to check student's understanding learning the lesson and teacher believed that question stimulate student's thinking process. Otherwise, question has function to motivate the students in learning particular lesson.

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B. Suggestion

1. Teacher must be aware of the significance of posing questions in the classroom. The teacher should use a variety of question to get student's critical thinking. Teacher's question can be used to initiate classroom interaction, check students understanding and encourage student's oral response. Teacher should maintenance the student's credibility by have a good interaction.
2. The findings of this research can be used as a reference to give better understanding for the future researcher, it may provide additional information that might be relevant to the study.
3. Futher Research, Particularly those who have the same problem and interested in conducting research, it is suggested that this study can be a reference.