

CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

After analyzing the types of questions based on the research findings and discussion in the previous chapter, the conclusions were drawn as follows:

1. There are five types of questions in teaching reading comprehension, teacher only used four types of question. They were literal, reorganization, inference, and personal response question. Thus, the use of questions types in teaching reading comprehension by the English teacher is not yet complete.
1. The teacher's reasons for using the types of question were for comprehension measurement and comprehension facilitation. The teacher facilitated the students toward comprehension with questions to help students to comprehend the text better.

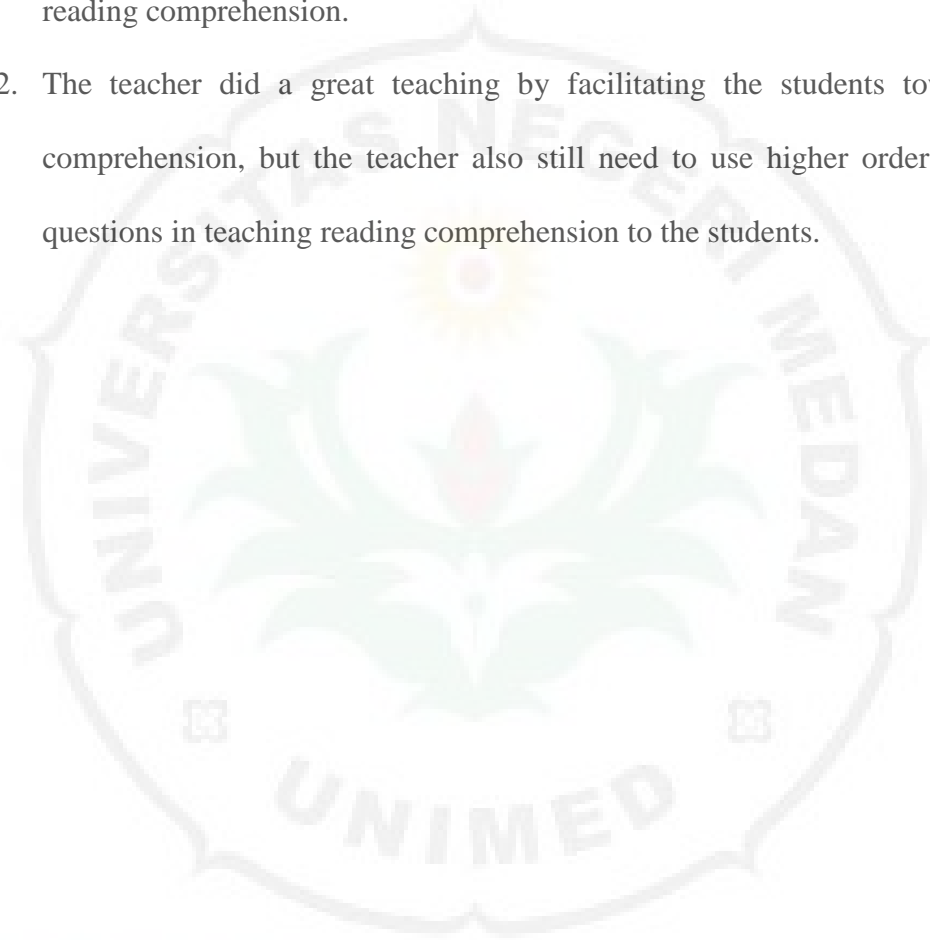
B. Suggestions

Based on the above conclusion, the following suggestions were given as follows:

1. The teacher need to use the complete five types of question in teaching reading comprehension. Therefore, these types of question in this study can be used as

a reference to help teachers to improve their ability to use questions in teaching reading comprehension.

2. The teacher did a great teaching by facilitating the students toward the comprehension, but the teacher also still need to use higher order thinking questions in teaching reading comprehension to the students.



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