

CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

From the result, there are several conclusion can be drawn:

1. The quantity of students who ask verbal is 28,93% while the quantity of students who ask non verbal is 71,06%. The quantity of verbal questions is 11,48% while the quantity of non verbal questions is 88,51%.
2. Categorizing student questions as measured by Bloom's Taxonomy revised Anderson and Krathwohl found that for the C1 category (remembering) as many as 152 questions (24,24%). Category C2 as many 215 questions (34,29%). Category C3 as many as 127 questions (20,25%). Category C4 were 92 questions (14,67%). C5 category were 29 questions (4,62%). Category C6 were 12 questions (1,91%).
3. The quality of student questions was measured based on Bloom's Taxonomy revised Anderson and Krathwohl obtained low quality questions (LOTS) consisting of categories C1, C2 and C3 as many as 494 questions (78,78%). While for high quality questions (HOTS) consisting of C4, C5 and C6 categories as many as 133 questions (21,21%).

5.2 Suggestion

Based on the research results there are several suggestion as follows:

1. Learning time must be used efficiently so that many students ask verbally. Students must be more courageous in submitting opinions and questions on the material of the reproductive system that is not yet known in order to increase knowledge of science and confidence, this can be helped by teacher motivation.

2. We recommend that in learning the teacher empowers the ability to ask with the types of questions classified as High Order Thinking Skills, so students are accustomed to asking critically, analytically and creatively.
3. The teacher can use the appropriate learning model to hone students' questioning abilities.



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