CHAPTER V

CONCLUSION AND SUGGESTIONS

A. Conclusion

Teachers' questions are one of the keys to a successful learning process; the focus of this research is to determine the types of questions that are asked in the classroom. In this case, classes VIII3 and VIII5 SMP Negeri 5 Percut Sei Tuan were selected for observation. The classification of questions types is based on the classification of Long and Sato (1983), which is a display and referential question. Checking students' understanding, eliciting information, controlling the classroom, arousing interest and curiosity about a topic, focusing attention on a specific issue or concept, encouraging students to ask questions of themselves and others, and developing an active approach to learning are some of these strategies. Meanwhile, the number of words said by students in answer to the teacher's questions was counted.

So far, question types and students' answers have been assigned based on observational data on teachers and students. As the analysis shows, teachers asked an average of 25-30 questions per period. We can say that most of the classes are devoted to answering the teacher's questions.

Researcher has found that teacher use display question most often (90.7%) than referential questions (9.3%). In the classroom, teachers frequently employ display questions. The teachers give display questions more than referential

questions for three reasons. A display question is useful in the ways in which teachers ask questions because it is tailored to the learner's age and has a purpose. Successful questions should be asked in clear, easy-to-understand English that learners can understand. Another criterion: good questions are tailored to the learner's age, abilities, and interests. The final criterion is a question that is fit for purpose. The purpose of asking display questions is to elicit the students' language and knowledge.

The study also found that the common goals of teacher questions were to obtain information from students, test student comprehension, engage students in teaching classes, encourage student engagement, stimulate or maintain student attention, and keep the classroom flowing efficiently. However, because the goal of learning English in middle school is to help students develop their language skills, it's all about gathering information, assessing students' comprehension, and encouraging them to participate more actively. The teachers' questions during the learning process were deflected.

The findings of the study showed that questions are critical to a successful teaching-learning process. When it comes to student responses, the findings confirmed that when posed display and referential questions, students' responses were often quite brief (mainly 4 or fewer).

B. Suggestions

Based on the result of the research and conclusion above, the researcher also gives the suggestion that will be useful for all people related to the English teaching. The researcher hopes, it can at least become an input in determining the appropriate teaching. The suggestions are as follows:

1. For teachers

    a. Teachers are expected to used teachers' questions to stimulate students' thinking and know the students' understand.

    b. Teachers have to be active, creative, helpful, and patient also welcome in the teaching learning process, so that the teacher can handle the students in the classroom well.

2. For students

    a. Students should be more active, creative and has high self-confidence in learning English.

    b. The students should pay attention to the lesson while the teacher gives explanation about materials.

    c. The students must try to ask question that they do not understand about the material.

3. For the institution

   The institution must add the facility to support the teaching learning activity.

4. For the next researcher

   It will be better if the researcher also investigate the types of teachers' questions in teaching English in the classroom to the students.

5. For the reader

   The researcher believes that this thesis is far for being perfect, so the researcher will accept good suggestion and constructive critics to make this thesis perfect. The researcher also hopes that the thesis will be useful and contribute some valuable thing to the researcher herself and all readers in general.