CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

In conclusion, it was found that 62% of questions used by the students were referential questions in SMA Negeri 3 Pematangsiantar and this was similar with the previous study by Mahmud (2015) found that were 89% referential questions. The students seemed more interested in asking referential question due to get more additional information. Brock (1986) proves that the benefit of the referential question that can increase the amount of learner's outcome. In this finding, researcher found that the students were active in asking questions. And they were not afraid to raise the question, but the personal factors of the students could be the reason that they tend to avoid asking question in the class. This could be occurred because of the lack of the student's English proficiency were said to affect their ability to raise questions. Moreover, student's question can be affected by the social factors that could be a signal of dependency in which the student think that when they respond to the teacher's talk as Neyman (1952) states that the students delivering the questions are an adaptive action of the students to help them to cooperate with the learning process. It can be found that important contributions in English classroom interaction that question could support the collaboration between teacher and students in classroom interaction. And the main focus for students to enhance their curiosity in learning process mostly built by referential.

B. Suggestions

Based on the above conclusions, the author makes the following suggestions:

1. For teachers: teachers should establish good interaction with students to enhance their curiosity in learning proces and reduce the factors that student's question.

2. Further research: The results of this research can be used as a reference to better understand future searches. The next researcher may provide additional information and comparisons that may be relevant to the research.