

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. CONCLUSIONS

Based on the analysis of questions used by the teachers in teaching reading comprehension and interview the teachers to investigate the teachers' reason that affect the teachers' way in asking the questions in this research, it can be concluded as follow:

1. There were five questions' type used by teachers in teaching comprehension in English classroom interaction namely: literal question, reorganization or reinterpretation question, inference question, evaluation question and personal response question. Specifically, 7 (9.86%) for literal questions, 19 (26.76%) for reorganization or reinterpretation questions, 9 (12.68%) for inference questions, 4 (5.63%) for evaluation questions and 5 (7.04%) for personal response questions. It also found that there were 27 (38.03%) other types of questions used by the two teachers, namely questions related to knowledge, vocabulary and students' experience.
2. The ways of using questions in teaching reading comprehension that was applied by teachers was in accordance with the theory. Teacher KP used wait time, repetition, paraphrasing, simplification and probing when asking when teaching reading comprehension. While teacher RS only use the way or technique of wait time, repetition,

paraphrasing and simplification when asking when teaching reading comprehension.

3. There were 3 reasons that affect both teachers when giving questions as the teacher did, namely teachers' formative experience, teachers' training experience and teachers' personal attributes.

B. SUGGESTIONS

Based on the conclusions stated above, there were some contribution points suggested as the following:

1. For the English teacher

Teachers are advised to pay more attention to the types of questions used when teaching, especially in teaching reading comprehension. Because by asking various questions in teaching reading comprehension will help students become more active, improve speaking skills, increase confidence and most importantly will making it easier for students to understand the text being read, teachers are advised to provide more inference and evaluation type questions. Teachers should be more aware of using techniques in asking questions. It is also important to think about how to use questions, so that students are not confused or do not understand the questions asked by the teacher.

2. For students

Students should be more active and courageous in answering questions and expressing opinions. In learning to understand a text it is recommended to students to use various answers when the

teacher gives a question, the student is more active in responding to the question. With this, students will be better trained in understanding a text.

3. For further researchers

This research is limited to one school and two teachers with the same class level. This research in the future can still be developed further, researcher hopes there are other researchers who will develop similar research with different types strategy in teaching reading comprehension or even media available in an era that was already growing rapidly that related to students' comprehension.