

CHAPTER VI

CONCLUSION AND SUGGESTION

A. CONCLUSION

Based on the findings and discussion in the previous chapter, it can be concluded that the teacher used all the types of question. There are six types of question used by teacher: knowledge, comprehension, application, analysis, synthesis, and evaluation. Knowledge question implemented by the teacher in preliminary learning activities to ask the question about the previous material. Teacher also asked the students to explain how they got the answer from the test and rephrase the definition of the material in their own language, it concluded comprehension question. Teacher implemented application question when ask the students to solve the test with their knowledge they have learned and ask to choose or determine the right answer. Analysis question implemented by the teacher when she ask the students to analyze generic structure and part of speech of the text. Synthesis question implemented by the teacher when she ask the students to make a recount text biography type from their idols, this allows students to plan and create something which previously did not exist. The last is evaluation question, teacher implemented this question to ask the students give their viewpoint about a character.

In questioning techniques, teacher used four kind of questioning techniques. There are repetition, rephrasing, simplification and decomposition. Teacher used repetition questioning technique when the students still not ready or shock, the class still not conducive and students

still busy to chit chat with their friends. When asking the original question and there is no response from the students, teacher try to use another words or change the structure of the question it conclude rephrasing questioning techniques. Teacher used simplification questioning technique when asked about the test and students' off day. The last is decomposition, teacher used this questioning technique to ask about the answer from the test. When there is no response from the students, teacher break one question into several questions to assist the students understand the questions' meaning until they know the right answer.

B. SUGGESTION

Based on conclusion above, some suggestions are intended to English teacher and the next researcher who has similar topic. The English teacher are suggested to be aware in using types of questions and questioning techniques that will be used to ask the students. Different types of questions can help the students to create their level thinking. Teacher can prepare questions which completely analyse the content of lessons and engage students in active interactions during classroom participation.

For the next researcher, who want to conduct a similar topic, it is better to analyze types of questions and questioning techniques used by more than one teacher and classroom. So, it can be compared which questions types and questioning techniques mostly used by one teacher and the others. Analysing the most appropriate questioning technique is

also important. It may be found that not all of techniques of questioning can be applied to the students in asking all types of questions.