

CHAPTER V

CONCLUSION AND SUGGESTIONS

5.1 CONCLUSIONS

This section describes the summary of the research discussed in detail earlier in relation to the objectives of the study. It also indicates the findings drawn from the summary of the research. Moreover, based on the findings, it suggests recommendations that could help improve language teaching and learning in EFL classrooms. The purpose of this research is to identify the types of questions used by teachers and also how the teachers used questions in English.

Three English teachers were selected from different schools based on standard criteria by spreading fifteen questionnaires in different school, she chose three teachers as the subject in this research.

The researcher got the data by observation and interview. She observed the kinds of questions based on Bloom taxonomy's' questions. Those are knowledge, comprehension, application, analyses, evaluation and synthesis questions and also observed how the teacher used six questions above. The researcher also used interview to know the teachers' opinion about question, what the types of questions used, why asking those questions and also how the teachers used questions in English. The result between interview and observation were different.

Three teachers used three kinds of questions based on bloom taxonomy, those are knowledge, comprehension and evaluation question. The most questions used in the

class is knowledge questions because knowledge questions only need short answer and the students could answer the questions easier. This question could make the students remember the material in previous meeting. The question that rarely asked in the class is evaluation question because this question made the students difficult to answer and the ability of the students to speak English is still low so this questions could not work in the first and second teachers' class but in the third teachers' class, evaluation questions and comprehension questions that need long answer could work although most of the students were embarrassed to answer.

The way three teachers used three kinds of questions is different. The first teacher used knowledge question to introduce a new topic before giving complete explanation but for the second and the third teacher used knowledge question to give review before starting the material. After giving knowledge question, three teachers used comprehension question to check the students' comprehension about the material after reading, listening and also after the teacher gave explanation. Sometimes the first teacher used evaluation question to introduce a new topic and also to make the students active to speak English in the class. The third teacher also used evaluation questions to know the students' opinion and judgment about something and usually before starting the material and sometimes when started the material.

5.2 SUGGESTIONS

The teacher should not use knowledge question too many in the class because the students could not improve their ability to speak English. They only need short answer so it could make them difficult to develop their words.

The teacher is better to ask evaluation question and also comprehension that need long answer in the class because in senior high school the students must be active to speak English in the class and to give their opinion, judgment and also their explanation.

The researcher hopes this research can be useful for the teachers to improve what kinds of questions that teacher used in the class. So, they should not use some questions monotonously and they could use the variation of questions to make the students more active in the class. The researcher also hopes this research can be useful for the teachers to improve the way when they asked kinds of questions in the class.

The researcher hopes this research can be useful as a reference for the other researchers that used with the same topic.