

## CHAPTER V

### CLOSURE

#### A. Conclusion

Based on the results of the discussion in the research findings, the following are the conclusions that researcher can draw.

1. The researcher found that the questioning levels used at the Language Development Unit at Antasari State Islamic University Banjarmasin mostly still use low-level questions. High-level questions usually appear a lot when approaching the exam as a preparation material for students in facing the exam. Meanwhile, the reason why teachers prefer to ask low-level questions is to adjust the level or ability of students in English.
2. In the application of questions during class, teachers ask more questions on while activities to improve students' understanding of learning materials. In preliminary activities, teachers usually only ask simple questions as warm-ups or brainstorming. The questions asked in while activities are mostly low-level questions. In theory, the questions asked in while activities should vary between low-level questions and high-level questions. But because they have to adjust to students' understanding, teachers ask more questions to build students' understanding or low-level questions. While in post activities, teachers rarely ask questions. Usually the teacher only makes conclusions about the learning material.

**B. Suggestion**

1. For English teachers, it is very important for a teacher to explore questioning skills and balancing between low-level and high-level questions during the learning process because it is one of the teaching skills that a teacher must have. With this study, it is hoped that teachers can be more varied in asking questions in class and if possible ask questions that can build students' critical thinking.
2. For students who are going to be teachers in the future, it is very important to learn the application of questions when teaching. Especially high-level questions that can build students' critical thinking, it is very important to apply when becoming a teacher.
3. For other researchers, it is recommended to examine more deeply about questioning levels, especially what kind of high-level questions can build students' critical thinking.