

CHAPTER V

CLOSURE

A. Conclusion

1. From the questioning technique, the result shows that procedural question gets the highest number of used (14) and the last is convergent question (10), there is no found divergent question. The teacher asked the students with the procedural question in every meeting with the purpose to make students motivate, attract, and check students' understanding. All of the questions were asked by the teacher to make students attention but not to think much because it is opposed from the learning material.
2. In applying the question technique, mostly teacher used questions in the beginning with the total of 9 questions with the purpose to encourage students' motivation to learn more and increase students' curiosity with the lesson is going. The second is at the middle with 8 questions that function to asked about the materials, it is very effective in producing achievement. The last, at the end with the total 7 questions that has functions to test students input and evaluate both teachers' teaching quality and the teaching learning process whether have been running well or not. In short, the teachers used the questions in every moment was not much different.

B. Suggestions

Based on conclusion above, some suggestions are intended to English teacher and the next researcher who has similar topic. The suggestions are as follow:

1. For English Teacher

The English teachers can improve their teaching ways, especially to the questions percentage, by too much asking the students have a little chance to practice give students the impetus and opportunity to produce language comfortably without having to risk initiating language themselves. The various of teacher questions and the roles of teachers are expected able to motivate students to learn better and avoid boring impression in the classroom interaction, so that the learning process will be better. Knowing the students ability level is important to apply what questions that is appropriate for them.

2. For the Next Researcher

For the next researcher who want to conduct a similar topic, it is better to analyze questioning techniques used by more than one teacher and classroom. So, it can be compared which questions techniques mostly used by one teacher and the others. The researcher may take form the students ability or even the questions types point of view. It may be found that not all of techniques of questioning can be applied to the students in asking all types of questions. Other theories of other experts can be used as the reference.