V. CONCLUSIONS AND SUGGESTIONS

5.1 Conclusions

Based on the data analyzed, and the discussion of finding, the researcher has concluded as follow:

1. Grammatical form of question has W-h questions as the highest frequency in total number of teacher's questioning types beside yes-no and imperative questions. The data show that the percentage of w-h question was 69.7%, yes-no question was 28% and imperative question 2.3%.

2. Pedagogical aspects of teacher's questioning types show that the teacher does not involve any form of questions except knowledge questions and comprehension questions. This question does not require the students to think critically and logically because these questions belong to the low-level of questions. The data shows that knowledge question is the highest frequency with the total number of 96.4% in science class and 93.3% in social class.

3. There is no significant difference between the types of question in Science Class and Social Class. The percentage of knowledge questions is the questions that mostly used in both classes. It is 96.4% in Science Class and

93.3% in Social Class. It means that the strategy to offer the questions by the teacher in both classes is almost the same.

5.2 Suggestions

Considering the result of the research, the writer would like to give some suggestions as follows:

1. The teacher is suggested not to use knowledge questions a lot. Involve any other cognitive questions, or ask a combination of low level cognitive and high level cognitive of question in order to practice students understanding of questions.

2. The teacher should give the opportunity for the students to openly express and explain their answer or the reason why. The teacher should stimulate the students to speak out and develop their own ideas. For example, the teacher should be fair by asking all the students by using various questions.

3. The teacher is suggested to create comfortable atmosphere in the classroom which will invite students attention in teaching learning process, resulting both in the right answer and mistakes, so that the students are not afraid of making mistakes. This is the natural process of learning in which students can learn from their mistakes.