

## **CHAPTER V**

### **CONCLUSION AND SUGGESTIONS**

In this chapter, the writer would like to present the conclusions and suggestions of the study.

#### **5.1. Conclusion**

After doing the analysis on the data gathered from the English teacher and the eighth grade students of SMP Swasta Beringin Kupang in year 2014/2015, the writer proposes some conclusions below:

1. The types of teacher's questioning used in classroom interaction at the eighth grade students of SMP Swasta Beringin Kupang in year 2014/2015 are: Display question, Referential question, Comprehension check and Confirmation question. The total number of display question is 44 times (61, 9%), referential question is 16 times (22,2%), comprehension check is 9 times (12,5%) and confirmation question is 3 times (4,16%).
2. The most common questioning types that the teacher used is display question, because, the teacher wanted the students to display their knowledge about the material. Meanwhile, there was no Clarification check.

## **5.2 Suggestions**

Based on the conclusions above, the writer suggests that:

The teachers have to know types of questions and use five types of questions in the classroom. It is because questions can build interaction between the teacher and the students. By giving questions, the students will be active. They will think the answers and on that way questions have role to stimulate the students to think. With the variety of questions students also will not get bored with the classroom situation.

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