

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presented the important points after conducting the research, analysing and presenting the result of this research. They are conclusion and suggestion.

5.1 Conclusion

Based on the findings of the research, the researcher would made conclusion by showed the result of the observation and interview.

1. Based on observation in Class XI *OTKP* at SMK YPK Tenggaraong, it was concluded that the English teacher used three types of questions during classroom interaction: procedural, convergent, and divergent questions as classified by Richard and Lockhart (1994). Out of a total of 85 questions, 58 were convergent questions, 20 were procedural questions, and 7 were divergent questions. This finding aligns with Richard and Lockhart's theory, which states that teachers use different question types to achieve various purposes in the classroom. Convergent questions were the most frequently used, indicating that the teacher prioritized checking students' understanding of the material and focusing on recall-based answers, which is consistent with Richard and Lockhart's view that convergent questions aim to maintain lesson focus and verify comprehension. Procedural questions were used for classroom management, such as checking attendance or guiding students through activities, which also corresponds to their function as mentioned by

Richard and Lockhart. Divergent questions were used less often, but when used, they encouraged students to express opinions and think critically, which reflects Richard and Lockhart's argument that divergent questions stimulate higher-order thinking and creativity. This pattern showed the teacher's strong focus on ensuring comprehension and maintaining classroom order, while occasionally promoting deeper engagement through divergent thinking.

2. Based on an interview with an English teacher, it was found that the teacher used questions purposefully and frequently. He explained that questioning helped engage passive students, increase participation, and assess comprehension. The teacher emphasized the importance of preparing questions in advance, ensuring they were suitable for students' levels and aligned with lesson objectives. This supports Richard and Lockhart's idea that teachers employ questioning not only to check understanding but also to maintain student interest, encourage participation, and elicit language production. He also believed that questioning plays a significant role in improving classroom interaction. Although his classification of question types did not always align with theoretical definitions, his practical application reflected a sound understanding of how to use questions effectively. He adjusted his questioning techniques based on student's response, material complexity, and classroom dynamics, which further illustrates Richard and Lockhart's principle that effective questioning is adaptive and purposeful in enhancing learning.

5.2 Suggestion

From the conclusion above the researcher take to give some suggestions concern the results of the research.

1. Suggestion for English Teachers

English teachers are encouraged to utilize a variety of question types in the classroom to create a more interactive and student-cantered learning environment. While convergent and procedural questions are essential for guiding and managing the lesson, more emphasis should be placed on using divergent (open-ended) questions to promote students' critical thinking and language expression. Teachers should also continue to prepare questions in advance, ensuring they are appropriate for the students' level and aligned with the learning objectives.

2. Suggestion for Students

Students should actively engage in classroom interaction by responding to all types of questions posed by the teacher. Answering questions not only improves language skills but also builds confidence and critical thinking. Students are encouraged to respond not only when called upon but also to volunteer answers, especially to open-ended questions that allow them to express their thoughts freely.

3. Suggestion for Future Researchers

Future researchers are recommended to explore questioning techniques in different educational settings or grade levels to gain a broader understanding of how questions influence learning outcomes. Further studies could also examine the impact of questioning strategies on specific language skills (such as speaking or

writing) or include student perspectives to gain deeper insight into how questioning affects classroom engagement and motivation.