**CHAPTER V**

**CONCLUSION AND SUGGESTION**

This is the last chapter of the present study. It is consisted of two subchapters that are conclusions and suggestion.

1. **Conclusion**

Based on the research finding and discussion in the previous chapter, it could be drawn the conclusion of the present research which were designed to suit the objectives of the research. There are three objective of the present research: (1) to examine the levels of questions based on Bloom’s Taxonomy used in EFL classroom interaction; (2) to investigate the teacher’s questioning techniques; (3) to analyze the roles of teacher’s questioning on students’ critical thinking. The conclusion of the present research can be drawn as follow:

1. Dealing with the levels of questions based on Bloom’s Taxonomy, it was found out that the teacher used four out of six levels of question. The teacher used all levels of lower-order thinking (knowledge, comprehension and application) whereas he only used fewer analysis questions (never asked synthesis and evaluation question) as higher-order thinking levels in the classroom.
2. Dealing with the questioning techniques proposed by Turney (1983), the teacher applied all questioning techniques. They are structuring, focusing, redirecting, distributing, pausing, teacher reacting, prompting, and changing the level of cognitive demand. The researcher also found the new technique used by the teacher, namely, joking. The teacher posing the question to students by playing a joke but it was still relevant to the material. The teacher realized that it was not easy to maintain the students’ interest. If there was any chance, he would use the students’ responses to make any joke in order to keep the students actively involved in lesson. On the whole, the objective and the aim of the use questioning techniques as a teaching device can be reached by doing and applying the questioning techniques in a good and appropriate way, and make the interaction between teacher and students are more valuable.
3. After analyzing the transcript of classroom observation, the researcher found that the teacher overuse the lower-order thinking levels questions (97.65%) than the higher ones (2.35%). It indicated that the roles of teacher’s questioning only in the lower-order thinking of the students which could not facilitate the student’s critical thinking but it can lead the students to think critically. The teacher asked much lower-order levels questions for motivating the students to express their ideas or opinion freely and develop students’ critical thinking. The teacher could not lead the students to think critically if the students did not train to express their ideas in their own word even in short responses. Critical thinking was expected of students, but it did not automatically and quickly develop of itself. This skill must be developed, however, and it requires a great deal of effort on the part of teachers to help students learn to think critically.
4. **Suggestion**

Based on the findings of the research and the conclusions reached, the following suggestions are made:

1. For Teacher
2. Teacher should be aware of the significance of posing questions in the classroom interaction. It is recommended for teacher to maximize the use of higher-order thinking levels question to train the students think critically and in depth.
3. Well formulated questions should be prepared by teacher before he begins the teaching and learning process. The questions are also need to be synchronized with the objective of the lesson. Furthermore, questions that require only remembering of facts from students should be minimized because such questions limit students to explain their ideas using English in the classroom.
4. Teacher should avoid asking too many questions at once or asking a question and answering it himself.
5. It is recommended for teacher to study more asking questions in order to develop teaching skill.
6. For the Other Researcher

The present research only involves an English teacher and a class of first graduate students of SMA Negeri 1 Tolitoli, consequently the result of this research may not be applicable to other teachers and education level. A further research with wider scope of the research is expected to give a valid generalization. The researcher also invites the other scholars to investigate this phenomenon in quantitative research to analyze the effect of teacher’s question on students’ critical thinking.