A. Conclusion

As explanation in chapter I, the purpose of this research was to identify about taxonomy levels of teachers’ questions in classroom interaction. The researcher tried to look the answer of the research question about taxonomy levels of teachers’ questions. In order to get the purpose of this research, the researcher had used technique of data collection based on the explanation in chapter III. This technique has been done in observation with using checklist, field note, and video recording. The researcher conducted this research in SMA Adabiah Padang by using descriptive method as a design in this research. The result of this research has been taken from four English teachers who taught English in SMA Adabiah Padang. The researcher had done this research from 11th – 20th January 2016.

Based on techniques of data collection, the researcher concluded that there are some taxonomy levels of questions that were used by English teachers. It could be found some findings; there are four English teachers that used the taxonomy levels of questions in classroom interaction they are level I cognitive memory questions, level II convergent thinking questions, level III divergent thinking questions, and level IV evaluative thinking questions. Three English teachers used all taxonomy levels of questions with different ways, while one of English teacher only used three taxonomy levels of questions. It can be seen from
data analysis that has been interpreted before. The data from observation showed that there were three teachers used four taxonomy levels of questions in classroom while one teacher only used three from four taxonomy levels of questions. Although they did not use all items in the instruments, but it can be represent to all of taxonomy levels of questions. The researcher thought, some of students enthused when teachers asked questions but teachers should not answer the question before the students answer the question. This make the students do not want to think and just waiting for teacher answer. Therefore, teacher should understand enough about taxonomy levels of questions and give time for students to answer the question. Because the purpose of the questions are to increasing students thought and assess the achievement.

B. Suggestion

Based on the data found by researcher, there were four taxonomy levels of question that English teachers used in asking question in classroom interaction. The taxonomy levels of questions were level I cognitive memory question, level II convergent thinking question, level III divergent thinking and level IV evaluative thinking where the first, the second and the fourth teachers used level I, II, III, and IV while teaching meanwhile the third teacher used level I, level II and level III in classroom interaction. The researcher gave some suggestion that was related to this research. For the teachers, this research can be read by the teacher or candidate of the teachers, because this research can give information about taxonomy levels of questions that is used by teachers. The teachers should
know taxonomy levels of questions. It is necessary for them to know more about taxonomy levels of questions, because teacher is the centre of learning by students so that teachers should give the students quality questions that can make students interest and increase their learning.

For the readers, this research can also give information to the reader about taxonomy levels of questions. The reader should know about taxonomy levels of questions, they are cognitive – memory, convergent – thinking, divergent – thinking, and evaluative – thinking. It is useful for reader to increase their knowledge about taxonomy levels of teachers’ questions. For the researcher, this research is hoped can give more knowledge or information to the next researcher who wants to know about taxonomy levels of teachers’ questions.