

CHAPTER V

CONCLUSIONS, IMPLICATIONS, AND RECOMMENDATIONS

5.1 Conclusions

The results of the skill analysis of asking students in article one which discussed the topic of the respiratory system and article two which discussed pneumonia were dominated by closed-type questions. The first article is 77% and the second article has the amount of 79%. When viewed from the questions asked by male and female students, both of them can ask questions that are dominated by closed questions.

The second level of QCSS, which groups questions into four types of thinking, namely cognitive memory and convergent thinking for closed questions, divergent thinking, and evaluative thinking for open questions. The students' questioning skills were dominated by convergent thinking operation questions, where in the first article there were 77% and in the second article 74% in closed-type questions. When viewed from the questions asked by male and female students, the results obtained showed the average results were not much different. Both male and female students had different types of questions at the level of cognitive memory operations.

The third level QCSS which is further the group of students' asking skills is dominated by the type of CMO1 questions or which includes (remembering includes repeating and imitating, memorizing definitions) as much as 64% and in the second article, the questions are dominated by the same questions. species, namely CMO1 as much as 55%. When viewed from the types of questions asked by male students and female students, both of them have an average presentation of results that are not much different. Even so, there were also questions posed by students with open-ended questions dominated by divergent thinking operation type questions, which in more detail were dominated by DTO Express questions, with 53% opinions on the first question. articles, and as much as 31% in the second article.

These results indicate that which means students ask low-level questions. because the type of closed question is the type of question that requires a low level of thinking. However, even though there are students who ask high-level questions, they are included in the category of divergent thinking, which includes expressing opinions. There may be students who can ask high-level questions.

5.2 Implications

Based on the results and discussion of students' questioning skills using the Question Category System for Science on the topic of breathing in humans, it shows that:

- 1) In the first level of analysis, questions are dominated by closed-ended questions. Both the questions were asked by male students and female students. This shows that the students are still at the low level of questions, which means that the students' thinking level is still at a low level. Although by using two different types of articles, even in these articles students can develop their questions at a high level.
- 2) In the second level, the question dominance is dominated by cognitive memory questions, both female and male students. This shows that the cognitive level of thinking means that a question only involves factual recall and involve recognition. Even though by using two different types of articles, even in these articles students can develop their questions even at the evaluative thinking operation level.
- 3) The third level of question dominance is dominated by the type of CMO1 questions, namely remembering which is part of the cognitive level, and low levels of questioning skills namely closed questions. Both male and female students dominated the same types of questions. Even the provision of two different types of articles, which gives students the opportunity to ask all kinds of questions in the third level of QCSS.

5.3 Recommendations

Based on the research that has been concluded, there are some recommendations for the students, teachers, and other researcher who can use and develop to the Educational field as follows:

1. For the Students

Questions skill is an important skill that students have, from the results here it can motivate students to further develop problem skills in science learning.

2. For the Teachers

Should train students more in asking questions. The habit of asking students to ask questions in the teaching and learning process will stimulate students to get used to asking questions, in this case, the teacher can also improve students' thinking.

3. For The Another Researchers

Recommended to develop an analysis of other materials or other learning resources and detailed understanding of the relationship between one context and another. This is done to provide rich analysis results on the student's questioning skills at this time.