CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents the conclusions of the result of the study that has been discussed in previous chapter and also suggestions for the English teacher and other researchers.

A. Conclusions

Based on the research finding and discussion in the previous chapter, it could be drawn the conclusion of the present study which were designed to suit the objectives of the study. There are two objectives in this study; (1) To identify the subcategories of elicitation techniques used by the teacher in English classroom interaction at SMKN 13 Medan; (2) To find out the reasons which affect the use of elicitation techniques in English classroom interaction at SMKN 13 Medan. So, the researcher makes these following conclusions:

1. Dealing with the subcategories of teachers' elicitation techniques, it was revealed that the teacher used elicitation for information totally 128 (49.4%) elicitations. On the other hand, elicitation for confirmation were about 59 (22.8%) elicitations. Then, elicitation for agreement were about 19 (7,3%) elicitations. Meanwhile, elicitation for commitment were raised about 39 (15.1%) elicitations. Elicitation for repetition were about 6 (2.3%) elicitations. Then, elicitation for clarification were about 8 (3.1%)

elicitations. The most dominant used by the teacher was elicitation for information.

2. There were 6 reasons which affect the use of elicitation by the teacher in English classroom interaction; (1) Lack of skill and knowledgeof teacher, (2) Lack confidence of students in class participation, (3) Passive recipient of information, (4) Reluctant students, (5) Large class size, and (6) Low level of learners.

B. Suggestions

In the relation to the conclusion, the researcher humbly suggests:

1. The teacher is expected not to answer the question herself. Teacher can give more time to students for answering the question or teacher do more elicitation to direct students to the answer.
2. The teacher is expected to be able to change the reluctant students into active students in the learning process, by giving those students many opportunities to answer questions from the teacher.

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