

## **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 the suggestions for the English teacher and other researchers.

#### **5.1 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. So, the researcher makes these following conclusions:

1. Dealing with the types of teacher's elicitation techniques, it was revealed that the teacher used asking question totally 22 (55%) utterances. It was found at the first meeting in the opening activity and at the second meeting in the opening, core and closing activity. It means that asking question placed the highest frequency of use. And then, asking question combined with text and dialogues about 13 (32,5%) utterances. It means that this type was the second popular technique used by the teacher. On the other hand, asking question combined with picture were about 5 (12,5%) utterances. It was found at the second meeting in the core activity. It means that this type was the third ranked technique used by teachers.
2. There were five reasons the use of elicitation techniques by the teacher in teaching speaking skills; (1) To encourage students to participate in the classroom, (2) To know students understanding, (3) To build students

interesting to the material, (4) To motivate the students to participate by stimulating their curiosity, (5) To activate students' thinking or students' imagination.

## **5.2 Suggestions**

Based on the data findings and what this research intended to, it was suggested that:

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 answer.
2. The students can improve their skills by a chance to talk and explore their ideas in learning process especially in speaking. It is suggested to other researchers to conduct further studies in English classroom especially elicitation technique, which will be very useful as a reference to the teachers in teaching English.