

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

This study deals with the Elicitation Technique on students' achievement on speaking. Elicitation model is one of the learning techniques that allow the students work in pairs. It is a learning model when the students work in pairs and orally exchange the main idea from the material learning. Elicitation Technique allows the students exchanging information they got from material learning orally. This learning technique is really suitable for speaking class because speaking is about sharing or exchanging idea, information or thoughts orally.

Applying this learning technique in speaking class, it was found that elicitation technique significantly affected the students' speaking achievement. It can be seen from the calculation of the data analysis. In this research, the value of t_{table} , for the degree of freedom (df) 26 at the level significance 0.05 was 1.713. The result of data analysis shows that t_{obs} was 6.0082. It means t_{obs} was higher than t_{table} ($4.341 > 1.713$). Therefore the hypothesis formulated as "There is a significant effect of applying elicitation technique on enhancing students' speaking achievement" is accepted. It means that elicitation technique significantly enhanced the students' speaking achievement.

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B. Suggestion

In relation to the significant of the study, there are a few suggestions for the teacher, students, and other researcher. The suggestions for the teachers are they are expected to apply elicitation technique as one of the way to improve their professionalism on teaching the students, they are expected to find another learning model that is appropriate for speaking class with considering the students' need as the guidance, and they are expected to enrich their knowledge related to English teaching model so that they can find the appropriate learning technique for the students.

The suggestion for the students is they have to participate more in speaking class. They are suggested to enhance their pronunciation, fluency, grammar, vocabulary, and accent on speaking English by practicing to speak frequently not only in the class but also outside the class. Outside the class means

that they are also expected to practice speaking English on their daily life. This way they can speak more fluently and finally meet the standard based on curriculum. The suggestion for other researchers are they are suggested to carry out a further research related to this learning technique in order to develop this learning model and also to find another learning technique that allow the students to speak English frequently in the class.