

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After conducting the research, the researcher gathered data regarding three research questions, namely, elicitation techniques are used by the English teacher in the classroom, elicitation techniques implemented by the teacher in the classroom, and the reason why the teacher use elicitation techniques in the classroom. It can be concluded that:

Based on the theory from Doffs (1998) there are 5 types of eliciting techniques namely, asking questions, asking questions combined with pictures, asking questions combined with games and activities, asking questions combined with text and dialogue, and asking questions combined with non-verbal language. In this research, the researcher found that there are 2 types of elicitation technique used by the English teacher in SMP Negeri 2 Pancur Batu namely, asking questions and asking questions combined with text/dialogues.

The realization of elicitation techniques by the English teacher involves pre-teaching activities and whilst-teaching activities when the teacher uses the asking question technique. Meanwhile, the asking question combined with text and dialogues is used during whilst-teaching activities.

Based on the results of interviews conducted with an English teacher regarding the reasons for using elicitation techniques in teaching in the classroom, the researcher found three reasons for using elicitation techniques by the English

teacher, namely: (1) The student becomes learner-centered rather than teacher-centered. (2) Elicitation techniques increase their confidence. (3) Through the elicitation techniques of asking questions and asking questions combined with text and dialogue, the teacher can identify what the students do or don't know

B. Suggestion

1. For English Teachers

The researcher hopes that after reading this thesis, teachers can modify and develop the types of elicitation techniques and their implementation to increase student enthusiasm and participation in the teaching-learning process. English teachers may become more creative in eliciting students in different types and ways to create a more effective teaching-learning process.

2. For further researchers

Elicitation techniques is an interesting topic to discuss. This topic focuses on finding appropriate ways to engage students at the outset of the teaching-learning process. Therefore, the researcher hopes to inspire further developments and innovations in this field of research.

3. For the students

Utilizing eliciting techniques encourages students to enhance their engagement with the English teacher. Students are advised to bring enthusiasm and vitality to the classroom, as these elicitation techniques promote active participation in English language learning. The aim is for students to boost and enhance their interaction within the classroom.