CHAPTER V
CONCLUSIONS AND SUGGESTIONS

5.1   Conclusions

Based on data analysis, finding and discussion about the types of elicitation technique used by male and female teachers and the reason of male and female teachers used elicitation technique in teaching speaking skill in the previous chapter, it can be concluded as following:

1. There were four types of elicitation techniques used by male and female teachers in teaching speaking skill of SMP Negeri 35 Medan, such as: elicitation for information, elicitation for confirmation, elicitation for agreement, and elicitation for commitment. The dominant types of elicitation frequently used by male teachers was elicitation for information was about 282 times (79.66%).

2. There were six reasons for male and female teachers used elicitation techniques in teaching speaking skill, such as: lack of skill and knowledge of teachers, lack of confidence of students in class participation, passive recipients of information, reluctant students, large class size, and low level of learners.

5.2   Suggestions

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

1. The teachers have to improve their knowledge of using elicitation technique in teaching speaking skill. It can help student become a more active class during the teaching learning process.

2. The student have to answer question from the teachers and opportunities for a chance to talk and explore their ideas in classroom interaction. It can help them to improve their ability of speaking in English.