

## CHAPTER V

### CONCLUSION AND SUGGESTION

This chapter presents the conclusion of all the results generated from the findings. Then, this chapter also presented the researcher's suggestions oriented to the students, lecturer, researcher, and other future researchers.

#### 5.1 Conclusion

Based on the result of data analyzed by using thematic analysis above, the researcher found that types of elicitation techniques used by the English teacher in speaking class of eleventh at MA Al-Fatah Palembang consisted of inform, confirm, and clarify. (1) Inform in this study referred to one of the types used to give feedback in the classroom. (2) Confirm in this study referred to a technique usually used by the teacher to ask for students' assumptions about the material are being discussed. (3) Clarify in this study meant a technique request for students' repetition of the previous utterance because the teacher found an incorrect answer that they will be aware of their mistake. Then, the teachers' reasons of using types of elicitation techniques in speaking class were because of some points namely making students get involved actively in learning activities, generating teacher's various teaching methods, and anticipating misunderstanding about what students conveyed.

#### 5.2 Suggestion

According to the conclusion above, the researcher would like to convey some suggestions that it is important to criticize and pay much attention on the types of elicitation techniques used by the English teacher in speaking class and

the teachers' reasons of using types of elicitation techniques in speaking class. In this context, the researcher's suggestions are oriented to the students, the lecturer the researcher, and other future researchers.

By knowing the types of elicitation techniques used by the English teacher in speaking class and the teachers' reasons of using types of elicitation techniques in speaking class, the researcher hopes that the students can realize why they were less active in classroom activities. Then, the students can activate their minds for criticism to be in a habit of improving what they lack in speaking class.

Next, the researcher expects that the present study can give the lecturers beneficial information about the types of elicitation techniques used by the English teacher in speaking class and the teachers' reasons of using types of elicitation techniques in speaking class. By knowing the information about the types of elicitation techniques used by the English teacher in speaking class and the teachers' reasons of using types of elicitation techniques in speaking class, the teacher can teach English more creatively to avoid the students' boredom in learning.

The fourth is the researcher expect that the result of this study can give much information about the types of elicitation techniques used by the English teacher in speaking class and the teachers' reasons of using types of elicitation techniques in speaking class. Consequently, the researcher hopes that it can help the researcher to encourage her students to distribute much engagement in the

EFL classroom to increase their English ability when the researcher finds the same situation.

Finally, the researcher hopes that the result of the present study can be a useful source for the next future researchers who are interested to excavate more information about the types of elicitation techniques used by the English teacher in speaking class and the teachers' reasons of using types of elicitation techniques in speaking class. It is suggested that other researchers are interested to research in the same field. After that, the researcher expects that the next future researchers can expand the scope of studies about this case not only in speaking class but also in listening, writing, reading, participation, and so on to enrich the knowledge scopes elicitation.