CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

As explanation in chapter I, the purpose of this research was to describe about the type of elicitation technique used by the English teachers in the teaching English. The researcher tried to look the answer of research questions about the type of elicitation technique by used two English teachers in teaching English. In order to get the purpose of this research, the researcher had used the technique of data collection based on the explanation in chapter III. This technique has been done in observation section by the researcher. The researcher conducted this research in Senior High School of Adabiah 2 Padang by using descriptive method as a design of this research. This research has been taken from two English teachers’ class X who taught English in Senior High School Adabiah 2 Padang; the researcher had done this research from 15 September-19 September 2015.

Based on technique of data collection, the researcher concluded that here are some types used by the teachers in elicitation technique. It could be found some findings. The first teacher used five types of elicitation technique; elicit: inform, elicit: confirm, elicit: commit, elicit: repeat, and elicit: clarify and the second teacher used all the types of elicitation techniques; elicit: inform, elicit: confirm, elicit: agree, elicit: commit, elicit: repeat, and elicit: clarify. It can be seen from data analysis that has been interpreted before. The teacher known about the elicitation technique as general. Although as the theory, they did not know about the types of elicitation
technique. The researcher found that not all the teachers used types of elicitation techniques in teaching English. But generally, the teachers had used elicitation techniques in teaching to stimulate the students’ response but they need to add knowledge about types of elicitation technique to increase students’ participation in teaching English.

B. Suggestion

The researcher hoped this research have many advantages. For English teacher, elicitation technique can be used as good technique to stimulate the students’ response. Through elicitation techniques, students become more active and motivate the students to learn in learning English. To make the process of elicitation run well, the researcher states insightful suggestion at this point. Firstly, the teachers should know that elicitation techniques are important technique to increase students’ participation in teaching English. The teachers can evaluate their teaching based on the students’ participation. Secondly, the teachers should understand about the elicitation techniques as one effective technique. In eliciting the students’ response, the teachers should be creative to explain the material in teaching English. Overall, the research inform the readers by using elicitation techniques effectively, the students can be active in the class during in learning process.