CHAPTER V
CONCLUSION AND SUGGESTION

A. Conclusion

The purpose of this research was to describe the types of elicitation technique that is used by the English teacher in classroom interaction. It also can be seen in chapter I. To get the purpose of this research, the researcher had used the technique of data collection based on the explanation in chapter III. By using this technique, the researcher did observation, and also interview section to the participants to get the data that was needed. This research used descriptive method as the design, and the researcher conducted this research at SMPN 21 Padang. The data of this research had been taken from two English teachers who teach the English subject at SMPN 21 Padang.

Based on technique of data collection, the researcher concluded that there were five types of elicitation technique were used by English teachers. The researcher found some findings, the teachers used of elicitation technique during the learning process. The first teacher and the second teacher only used five types of elicitation technique. It can be seen in from data analysis that had been described before. Meanwhile, the data from interview showed that the teachers had to use the elicitation technique to make interaction with students. It was known that the teachers used all of types elicitation technique. In the opposite, when the researcher compared with the data observation. It was found that there was a little bit difference with data of interview. In data observation, the researcher found that the teachers only used five types of elicitation technique, *i.e* elicit, inform.
elicit; confirm, elicit; commit, elicit; repeat, elicit; clarify. But generally the teachers had used elicitation technique in learning process to get students’ response because elicitation is important thing that had been done by the teachers. To elicit students response, the teachers used questions form including WH-questions and yes-no questions.

B. Suggestion

The researcher hoped that this research is useful for English teachers, because elicitation technique can be used as a good technique to get students response during the learning process. Through elicitation technique, the students can be more active, try to thinking, and want to speak. There are some point that should be done by teachers to make the learning process can be running well by using elicitation technique. First, the teachers have to manage the class to make the students can focus during the learning process, and they can use elicitation technique where this technique is useful to make students participate. The second, the teacher have to know that elicitation is very important, and the best way to build interaction. If the teachers use this technique, it can also improve their teaching based on the students’ response.