

## CHAPTER V

### CONCLUSIONS

This chapter draws the conclusions of the research and delivers some suggestions for further research. The conclusion parts are drawn from the results of the research findings and discussion. The next part is suggestions for English teachers and further research relating to elicitation in EFL young learners classroom.

#### 5.1 Conclusions

This part draws the conclusions of the research based on the research questions. The research was aimed at finding out students' responses toward teacher's elicitation techniques implemented in EFL young learners' classroom. Videotaping and teacher's journals were used as instruments to collect the data. The research was conducted since October 5<sup>th</sup>, 2011 to November 16<sup>th</sup>, 2011 in order to achieve the aims. Further elaboration of the research conclusion can be seen as follow.

The result showed that the students' responses as proposed by Suherdi (2010) namely, relevant responses, occurred in all of elicitation techniques. Moreover, relevant responses had the highest percentage of occurrence in all of the meetings. It means that the teacher was successful in getting the students' responses and the students responded the teacher's elicitation positively. Besides, elicitation *using definition* and *using unfinished sentence with raising intonation* were the elicitation techniques which did not get irrelevant response from the students. Moreover, elicitation *using definition* was the only one elicitation which did not get no response from the students. It means that elicitation *using definition* was the best technique that was practiced by the teacher.

In addition, during the observation, the teacher mostly implemented elicitation *using wh-question*, yet not all of the students gave the answer immediately. That situation happened since the questions were complete and complex sentences. Moreover, the students did not understand the question that

they had never heard before. Therefore, this elicitation technique had the highest quantity of no responses and irrelevant responses from the students.

## 5.2 Suggestions

Based on findings from the research, there are some suggestions that can be useful. They deal with the teachers who use elicitation in young learners' classroom and other researchers who are interested in following up the research in the same field.

For teachers, they should prepare well before they start the class and make quick decision depends on the situation when they implement elicitation techniques that are proper with their type of students. Besides, the limitation of the teacher's ability and the teacher's confident also affected the implementation of some elicitation techniques. Moreover, the teachers should read more references about elicitation or watch some teaching strategies video to improve their skills in eliciting the students. In addition, the teachers can use some media such as, pictures and gesture to attract and help the students in answering the questions.

Secondly, the suggestions go to researchers who are interested to conduct elicitation research. Next researchers are suggested to involve more than one class in same level or mix level as participant of the research to get more concrete result. In addition, further researchers can use the other type of instruments in collecting the data.