

CHAPTER V

CONCLUSIONS AND RECOMMENDATIONS

This chapter describes the conclusions drawn from the findings and discussions. It also offers some recommendations for practical, professional (teachers) and theoretical development as well as further researches.

5.1 Conclusions

The main study is to investigate teachers' eliciting techniques applied in stimulating students' talk in the classroom interaction. There are so many eliciting techniques that can be applied by the teachers to motivate the students to talk. One of them is in the form of questions. As Doff (1988) states "eliciting techniques can take place at any stage of the lesson and is mainly done by questions". According to Coulthard (1975), there are six types of eliciting techniques in rising language in the classroom. Besides, Slattery and Willis (2001) state that there are five types of eliciting techniques language.

If we combine the theories, there are many combinations of eliciting techniques that could benefit the teachers in presenting the lesson. In the present study, there are nine eliciting techniques that are created by the teachers that have been provided previously in chapter IV. Perhaps these techniques will not be realized

by the students, but these techniques will affect their responses especially their talk in the classroom.

From all of the classroom observations, the study found that the lessons are well organized by the teachers. The teachers presented the materials in systematic ways. They used various kinds of activities so that the students did not feel bored in learning. The interaction between the teachers and the students is good in which the teachers employed some eliciting techniques in activating the students to respond. The teachers' questions (eliciting techniques) and students' answers or responses ran smoothly. The teachers succeed in maintaining the relationship with the students. The sequence of questions could direct the students to the final conclusion about the topic they learnt.

The finding of this study indicated that the teachers are successful in stimulating students' talk in the classroom interaction in which the teachers applied some of eliciting techniques in their learning. The teachers succeed in modifying their questions through eliciting techniques in stimulating the students to talk. It can be seen that the eliciting techniques mostly used by the teachers to promote students' talk was *eliciting inform in the form of questions using intonation only* (39.37%) from the total 221 eliciting techniques in the exchanges.

Specifically, in the first video recording, the mostly eliciting techniques used by the teacher was *eliciting inform in the form of questions using intonation only*. The numbers of eliciting exchanges were (40) utterances. It was 54.05 % from the total 74

eliciting in the exchanges. In the second video recording, the teacher mostly used *eliciting inform in the form of questions using intonation only*. The numbers of eliciting exchanges were (14) utterances. It was 31.11% from the total of 45 eliciting in the exchanges.

In the third video recording, the teacher tended to use *eliciting inform in the form of questions using intonation only*. The numbers of eliciting utterance were (19) utterances. It was 33.93% from the total of 56 eliciting in the exchanges. In the last video recording, the teacher also mostly used *eliciting inform in the form of questions using intonation only*. The numbers of eliciting exchanges were (14) utterances. It was 30.43% from the total 46 eliciting in the exchanges.

In line with students' responses, the study found that the students mostly used *verbal word* in responding teachers' questions (see Suherdi, 2006; 2007). It was 135 (70.68%) from the total 191 students' responses in the exchanges. Meanwhile, the teachers mostly gave *form-related commend feedback* towards students' responses (see Lyster and Ratna, 1997). It was 40 (40.40%) from the total 99 teachers' feedback in the exchanges.

5.2 Recommendations

On the basis of the findings of the study, there are some recommendations to be made for practical, professional (teachers), and theoretical development. For practical development, by using eliciting techniques the teachers can lead the classroom interaction not only to stimulate students' talk in the classroom, but also to

encourage students' skills. The teachers should be creative in delivering questions and in applying eliciting techniques to encourage four students' skills. In addition, the study supports the teachers to use combination of eliciting techniques in encouraging the students to speak up in the classroom interaction and the students can be aware of how they participate in the classroom.

Concerning professional development, English teachers should be creative in delivering and modifying the questions. The teachers should apply some techniques in asking the questions so that the students could answer them easily. Furthermore, English teachers should have capability to design and apply appropriate techniques in conducting the learning process to obtain a good achievement especially in stimulating students' talk.

In line with theoretical development, it is essential to apply the eliciting techniques in conducting the learning and teaching process. Moreover, this study could be useful inputs and references in developing their teaching performance in the classroom. Furthermore, through eliciting techniques the students can actively participate and are not anxious to speak or answer the questions, and they are able to communicate English well. Thus, the target language of English learning can be achieved.

The study was only conducted to identify teachers' eliciting techniques in stimulating students' talk. Therefore, it is also necessary for further researchers to identify teachers' techniques to encourage students to speak. The further researcher

may investigate the teachers' eliciting techniques by using various eliciting techniques such as using pictures, games, and dialogues in encouraging students' speaking skill. On the other hand, it will be better for further researcher to explore and to examine the eliciting techniques used by the teachers to encourage students' speaking, writing, reading, and listening skills.

