CHAPTER V

CONCLUSIONAND SUGGETION

A. **Conclusion**

1. Based on the data analysis toward the lecturer's eliciting techniques used by the lecturer in "Every day Communication Class" is mostly in the form of Polar closed question in which the lecturer used this kind of question to confirm the students' understanding or background knowledge. Of course the students' response was very minimal because they are demanded to answer the confirmation from the lecturer. The lecturer used polar closed question more than the others, especially in using Socratic question and open question. In the researcher's point of view, both of these techniques gave big effect to the students to participate in speaking class activities.

2. The effect of eliciting techniques used by the lecturer in "Everyday Communication Class"was actively responded by the students. However, responses of the students were in the form of short answer. As matter of fact, in polar closed question that led students to answer in form of "yes/no" response. In addition, for closed question, the students' responses are based on the factual information that they knew. Furthermore, in open question, here the students have more opportunity to participate. However, mostly the open questions in the class are questioning that the answer in the form of words or simple sentence. Moreover, in the eliciting techniques that students exactly have more opportunity was not maximize by the lecturer. As example, the

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lecturer just used once Socratic question and none of catalytic question so that the students only had little opportunity to have more responses.

B. **Suggestion**

1. Based on the finding and the analysis, the researcher summarize that there are some eliciting techniques need to be extended in order that, the students have more various responses, whether short or long answer. As an example, the lecturer can use more Socratic and catalytic question in encouraging the students' participation. As a result, the students are stimulated to have longer responses.

2. Furthermore, since the lecturer's eliciting techniques are mostly in the form of polar closed question and closed question, to use another eliciting techniques become key point in deciding how well students' responses. For this reason, the lecturer must be able to create suitable question with the student's level in order that, the students will easily understand the question. However, the question should engage opportunity of learning for students.

3. For the next research, to conduct more focused research on the use one of eliciting techniques, since this research analyzed five lecturer's eliciting techniques. As a result, the researcher can maximize the analysis toward the techniques therefore, can make detail information and find the best eliciting technique to encourage students in the classroom activities.