

CHAPTER 5

CONCLUSIONS AND SUGGESTIONS

5.1 Introduction

The purpose of this research was to investigate if a teaching technique that is not common in Indonesia in this case elicitation gives better results when compared with the more common drilling technique in speaking lesson. In this chapter the researcher discussed the conclusions that can be drawn from the results of the research.

5.2 Conclusions

Elicitation does more than only improving speaking proficiency. It creates a comfortable situation in the classroom. It can work in a large classroom but there is no question that it works better in a smaller group. The reduction of teacher talking time was not a purpose in itself and no procedure was developed to measure teacher talking time accurately. But there is the experience of the researcher whilst teaching the two groups. The time for treatment was quite limited. Based on the experience and feeling of the researcher teacher talking time was less in the experimental group.

In the control group drilling techniques were used, meaning there was a lot of teacher talking time which could be the reason why the biggest improvement in the control group was on the aspect of pronunciation. The control group students heard a lot more teacher talk compared to the students in the experimental group. The students in the experimental group listen more often to their classmates' talking.

Also the overcoming of shyness was not a formal purpose of this research. This was seen as a logical consequence of applying the elicitation technique as this has been described in the literature. The researcher can only compare the perceived shyness in both groups during the treatment. During the duration of the treatment the researcher did not experience any substantial difference between the two groups. Maybe this can be explained by the fact that before the treatment the students were not used to be taught by using pictures. The use of pictures in both groups made them more enthusiastic and eager to speak up.

The effect of using pictures already took away their shyness so that it was not clearly visible if the elicitation technique in itself added to this effect. The results of the speaking achievements as discussed in paragraph 4.3.3 were better than the researcher had expected.

5.3 Suggestions

It is common to give recommendations at the end of a thesis. These recommendations can be divided in two groups: recommendations for teachers and recommendations for researchers.

5.3.1 Suggestions for Teachers

This study implies that the speaking abilities of elementary school students can be improved drastically by using different teaching techniques. Using pictures and elicitation of speech frees the students of their fear to speak and it makes the students more confident to speak. If the purpose of teaching English is to enable the student to communicate freely in English, teachers should consider the use of elicitation techniques. It is not always easy or possible, especially if the

groups are big, but the gains that can be made are too big to be neglected. It is often said that finding pictures is so time consuming, as Doff (1988) said. This might have been true in the past that it was difficult to find the right picture in newspaper or magazine whilst making the lesson plan. But nowadays with all the modern media pictures can be found easily on the internet. All that needs to be done is printing and laminating them. Instead of looking for pictures one day before one needs them it is better to be on the lookout all the time. Collect them, laminate them and thus create a bank of pictures.

5.3.2 Suggestions for further Study

This research was small in scale and limited in time. The researcher hopes that there will be other studies on this subject in order to further investigate the validity of the findings of this research. For future researchers the following recommendations and suggestions might be useful:

- Plan the experiment ahead in such a way that more time will be available
- Make sure that the experiment is carried out properly
- The treatment is carried out by the teacher himself/herself.
- Make sure to have capable teachers/friends who can assist in taking the tests and evaluate the sound recordings
- Use the Elicitation techniques at other levels / grades / classes.
- Use the Elicitation techniques on a wider scope of subjects, for example in more than one school.

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