

## CHAPTER V

### CONCLUSION AND SUGGESTION

The last chapter is divided into two parts; conclusion and suggestion. The researcher concludes the results from the data results and discussion and also provides some suggestions related to this research to improve the concept of the next research.

#### 5.1 Conclusion

Based on the results and discussions, it can be concluded that most of the students experienced speaking anxiety on Anxious level with total 15 (57.7%) students, followed by students with a Mildly Anxious level with total 6 (23.1%) students and the rest of the students with total 5 (19.2%) students experienced speaking anxiety on Very Anxious level.

During the teaching and learning process, the most commonly used type of Elicitation Techniques was Asking Questions a total of 40 times (70.2%). Furthermore, Asking Questions combined with Non-Verbal language is the second most commonly used and it applied eight times during the observation and followed by Asking Questions using Pictures and Asking Questions using Text/Dialogue with totals 7% for both of them. The last type of Elicitation Technique that has the lowest percentage is Asking Questions using Games/Activities with a total 1.8%.

Among all those five types of Elicitation Techniques that were implemented by the teacher in the EFL classroom, the researcher can assume that most of the students feel more comfortable when the teacher asks questions using

pictures because indirectly it helps the students in giving an illustration about the material that is delivered by the teacher. On the other, the students feel uncomfortable when the teacher directly asks questions to them because it can make the students feel anxious and they do not know how to answer the question, and even if the students know the answer, they admitted that when the teacher asks question to them directly, it instantly makes them confused and all of sudden, they could not think about the answer clearly. Moreover, the students also admitted that they want to be involved in activities such as games to make the learning session more interesting and enjoyable for them, but the students also want to make the activities or games still organized so the material presented can be delivered effectively and the students can understand it easily.

## **5.2 Suggestion**

According to the results of the research that is related to the anxiety levels that experienced by the students in the EFL Classroom, the Elicitation Techniques that are implemented by the teacher, and how do students perceived the Elicitation Techniques, the researcher provides some suggestion that could be useful considerations:

1. Based on the results of this research, the teacher is expected to implement the Elicitation Techniques more optimally by preparing the media that will be used as best as possible to make the learning session more interesting and enjoyable.
2. The teacher is expected to improve the way the teacher elicits students to speak in the EFL classroom. The teacher also expected

to be assertive, more enjoyable and creative during the teaching and learning process in order to reduce the fear and boredom that was felt by the students.

3. The results of this research is expected to give a positive contribution and also give useful information to other researchers who are interested in carrying out the same topic for their research.

