

CONCLUSION AND SUGGESTION

A. Conclusion

1. The teacher's eliciting stage using Socratic question in Curriculum 2013 had done maximally by the teacher and could be found in every activities of curriculum 2013 in five steps of observing, questioning, exploring, associating, and communicating activities. Teacher tried to apply many types of Socratic question in order to reach their goal of guiding students' success in learning English in classroom discourse. They are; question about clarification, question about viewpoints or perspectives, question to probe reasons and evidences, question about implications and consequences, question to probe assumptions and question about the question. The teacher combined syllabus, lesson plan, and Socratic question approach to make students easy to catch the material in learning English through the activities of curriculum 2013. Moreover, based on the result of observation and interview, the researcher found that the teacher used Socratic question when eliciting students' understanding in teaching and learning process at

The teacher successfully made her own eliciting stage through some kinds of steps; by giving clear ideas to the students through Socratic questions; had the students response the questions; the teacher also gave feedback to the students and continually probed the students to discover new things. Teacher began by giving Socratic question to probe the students' idea. Afterward, the students understood and responded their teacher's questions and the teacher continued again by giving another types of Socratic questions to guide the students to discover new things. Therefore, the researcher concluded that the processes in teaching and learning English can flow smoothly. The researcher found that the stage of teacher's eliciting stage using Socratic question has applied some kinds of Socratic question mostly about clarification, viewpoints or perspectives and reasons or evidences. Whereas question about implications or consequences and question about questions had only appeared less than others.

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teacher's activities based on the students' opinion. Based on the results, it showed that most of students were interested to learn English. It is proven by the percentages of the students' choices from the total of the students, most of them chose 'always' higher than others for about 44% up in meeting 1 and 49% up in meeting 2. They also gave their opinions based on teacher's teaching activities. According to the students' choices, they felt enjoyable in learning English when their teacher taught them. They understood about their teacher's questions and responded it clearly. It is also proven from their choices in their teacher's evaluation (meeting 1: point 1; excellent 44%, point 2; Aku berusaha banyak 56%, point 3; Banyak 86%, point 4; Banyak 78%, point 5; Baik 58%, point 6; 75% from 20 students, and point 7; they told about their teacher's media and questions more than their negative opinion about the activities. And meeting 2: point 1; excellent 50%, point 2; Aku berusaha banyak 61%, point 3; Banyak 80%, point 4; Banyak 83%, point 5; Baik 81%, point 6; 75% from 20 students, and point 7; they told about their teacher's questions that are interesting and the teacher's game rather than their negative opinion about the activities.)

Based on observation session, the researcher found the situation where the students gave response most of the times. Students asked question when they did the task and did not know the meaning of the question. The material which was given and the teacher's way in eliciting to the students can extend students' knowledge. This was proven by students' answers which were various. Those

answers were logic and right even though some of them answered it by using Indonesian language. Teacher also makes the material in different ways in order to make students easy to catch the material. This makes students happy to join the class. The main point was they could understand the material well. Teacher could create the atmosphere in class well to make students feel comfort in learning process. She was very friendly and creative in guiding students. Sometimes she checked students' understanding by giving oral and written test to know whether students understood the material well or not. During teaching and learning process, students paid attention to teacher's explanation. Students could answer teacher's question directly or if they did not know, they consulted the difficult word to the teacher. To make students understand more during teaching and learning process, teacher also gave warming up to introduce the material. Based on the results above the researcher concluded that the students' were highly interested and understood about the materials through the teacher's eliciting stage using Socratic question in learning English.

B. Suggestion

After conducting the research about classroom discourse analysis of the teacher's eliciting stage using Socratic question in curriculum 2013, the researcher suggests some important things, as follow:

1. *For teachers*

Based on the research which was conducted by the researcher, there are many developments appearing through the process of the research. The researcher hopes that after reading this thesis, it can help teachers to increase their understanding in eliciting using Socratic question that applied in the activities of curriculum 2013. Teachers to be more creative in order to make the students can master English better than before. If, teachers can find the best way to teach English for the students, it will be a good development for Education world.

2. For readers

The main goal of researcher's conducting this thesis was to give information for readers about teacher's eliciting stage using Socratic question in the activities of curriculum 2013. Therefore, the researcher wanted to provide any information about what teacher's eliciting stage using Socratic question is, what the steps are, and the effect of the teacher's eliciting stage using Socratic question to the students. The researcher hopes that this information is useful for the readers and it can improve their understanding in teaching and learning English.

3. For the next researchers

This is an interesting topic which was seldom discussed in English Education about teacher's eliciting stage using Socratic question in curriculum 2013. Knowing the phenomena of how the teacher elicits students' understanding using Socratic question is a good experience and knowledge for the researcher. If, there

