

**AN ANALYSIS OF ELICITATION TECHNIQUES IN CLASSROOM
INTERACTION USED BY ENGLISH TEACHERS
AT SMAN 1 2x11 KAYUTANAM**

THESIS



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ABSTRAK

Mellati Mandasari, 2017. Analisa Teknik Elisitasi didalam Interaksi Kelas yang Digunakan Guru Bahasa Inggris di SMAN 1 2x11 Kayutanam. Tesis. Fakultas Bahasa dan Seni. Universitas Negeri Padang.

Penelitian ini bertujuan untuk menjelaskan teknik elisitasi yang digunakan guru untuk berinteraksi didalam kelas. Penelitian ini adalah penelitian deskriptif. Subjek penelitian adalah guru bahasa Inggris di SMAN 1 2x11 Kayutanam. Data penelitian ini dikumpulkan dengan menggunakan rekaman video dan observasi di empat kelas yang berbeda. Analisis percakapan digunakan untuk menganalisis dan mengelompokkan data. Temuan penelitian menunjukkan bahwa ada lima teknik elisitasi yang digunakan oleh para guru. Teknik tersebut adalah bertanya menggunakan gambar, teks, dialog, bahasa tubuh dan teknik yang dirancang sendiri oleh guru. Bertanya menggunakan dialog merupakan teknik yang paling sering digunakan guru untuk bertanya kepada siswa. Selain itu, bertanya menggunakan bahasa tubuh sangat jarang digunakan oleh guru. Dalam penggunaan teknik elisitasi, guru menggunakan beberapa jenis pertanyaan. Pertanyaan tersebut terdiri dari, pertanyaan ya/tidak, pertanyaan tertutup dan pertanyaan terbuka. Dalam penggunaannya, guru Bahasa Inggris menanyakan lebih banyak pertanyaan ya/tidak dan pertanyaan tertutup, sedangkan pertanyaan terbuka jarang digunakan. Respon siswa terhadap teknik elisitasi yang digunakan guru didominasi oleh jawaban yang sederhana atau singkat. Disamping itu, ada beberapa tujuan guru dalam menggunakan elisitasi teknik. Tujuan tersebut adalah untuk berinteraksi didalam kelas, untuk meningkatkan partisipasi siswa, untuk menarik perhatian siswa, untuk mengeskpresikan ide, untuk melihat pemahaman siswa, menstimulasi pengetahuan awal siswa, dan memotivasi siswa untuk belajar bahasa Inggris. Berdasarkan temuan di atas, dapat disimpulkan bahwa guru cenderung menggunakan satu teknik elisitasi yang sama di setiap pertemuan sehingga proses interaksi di dalam kelas masih didominasi oleh guru.

Kata Kunci: Teknik Elisitasi, Interaksi Kelas

ABSTRACT

Mellati Mandasari, 2017. An Analysis of Elicitation Techniques in Classroom Interaction Used by English Teachers at SMAN 1 2x11 Kayutanam. Thesis. Faculty of Languages and Arts. Padang State University.

The purpose of this research is to describe the elicitation techniques used by English teachers in classroom interaction. Type of this research was a descriptive research. The participant of this research were 4 English teachers who taught first until third grade of SMAN 1 2x11 Kayutanam. The data was collected through video recording, observation sheet and interview in four classes. Conversation Analysis (CA) was used to describe and analyze the data. The finding of this research showed that there were five elicitation techniques used by teachers, they are: asking questions combine with picture, text, dialogue, non verbal language and other techniques that were designed by the teacher. Asking question with dialogue is frequently used by English teachers in eliciting information from students. Besides, asking question combined with non verbal language was rarely used by the teachers. In using elicitation techniques, teachers asked some questions. They are yes/no questions, display questions and referential questions. In applying those questions, English teachers asks display question and yes/no question to a great extent while referential question was asked rarely. Moreover, the students' responses toward elicitation techniques were nominated by simple answer and silence. There also some aims of using elicitation techniques in classroom interaction. They are to create interaction, to maximize students' talk, to get students' attention, to encourage students' new ideas, to check students' understanding, to engage the students' background knowledge and to improve students' motivation in learning English. It can be concluded that the teachers tended to use similar technique in every meeting as a result the process of classroom interaction was dominated by teacher talk.

Keywords: Elicitation techniques, Classroom Interaction

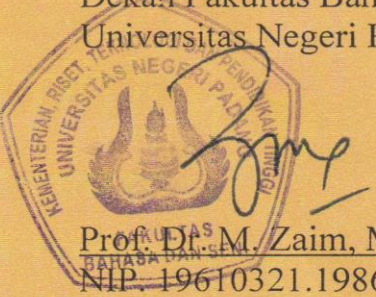
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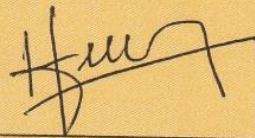
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SURAT PERNYATAAN

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TABLE OF CONTENTS

	Page
ABSTRAK	i
ABSTRACT	ii
PERSETUJUAN AKHIR THESIS	iii
PERSETUJUAN KOMISI UJIAN THESIS	iv
SURAT PERNYATAAN	v
ACKNOWLEDGEMENT	vi
TABLE OF CONTENTS.....	vii
LIST OF TABLES	x
LIST OF FIGURES	xi
LIST OF GRAPHS	xii
LIST OF APPENDICES	xiii
CHAPTER I INTRODUCTION	
A. Background of the Problem.....	1
B. Identification of the Problem.....	6
C. Limitation of the Research	6
D. Formulation of the Problem.....	7
E. Research Questions	7
F. Purposes of the Research.....	7
G. Significance of the Research	8
H. Definition of the Key Terms.....	9
CHAPTER II REVIEW OF RELATED LITERATURE	
A. Review of Related Literature.....	10
1. Classroom Interaction.....	10
a. Definition of Classroom Interaction	10

b. The Structure of Classroom Interaction	12
c. The Advantages of Classroom Interaction	14
2. Teacher Talk	15
3. Elicitation	17
a. Concept of Elicitation	17
b. Types of Elicitation Techniques	18
c. Types of Teachers' Questions	24
d. The Aims of Using Elicitation Technique	28
4. Students Response	32
b. Types of Students Responses	33
B. Review of Related Findings	37
C. Conceptual Framework	40

CHAPTER IIIMETHOD OF THE RESEARCH

A. Type of the Research	43
B. Setting of the Research	44
C. Subject of the Research	44
D. Data and Source of Data	45
E. Instrumentation	45
F. Technique of Data Collection	51
G. Checking Data Trustworthiness	54
H. Technique of Data Analysis	55

CHAPTER IVRECEARCH FINDINGS AND DISCUSSION

A. Data Description and Data Analysis	57
1. Types of Elicitation Techniques Used by English Teachers	57
2. Students' Responses toward Elicitation Techniques	77
3. The Aims of Using Elicitation Techniques	86
B. Findings	91
1. Types of Elicitation Techniques Used by English Teachers	91

2. Students' Responses toward Elicitation Techniques	96
3. The Aims of Using Elicitation Techniques	98
C. Discussion.....	99
1. Types of Elicitation Techniques Used by English Teachers	99
2. Students' Responses toward Elicitation Techniques	106
3. The Aims of Using Elicitation Techniques	109
 CHAPTER V CONCLUSION AND SUGGESTION	
A. Conclusion	113
B. Implication.....	114
C. Suggestion	115
BIBLIOGRAPHY	117
APPENDICES	120

LIST OF TABLES

		Page
Table 1.	Indicators of Teachers' Elicitation	47
Table 2.	Indicators of Students' Responses	48
Table 3.	Indicators of the Aims of Using Elicitation Techniques	49
Table 4.	The Schedule of Recording	52
Table 5.	Types of Elicitation Techniques Used by English Teachers in Classroom Interaction	58
Table 6.	Students' Responses toward Elicitation Techniques.....	78
Table 7.	The Aims of Using Elicitation Techniques	86

LIST OF FIGURE

	Page
Figure 1. Conceptual Framework	42

LIST OF GRAPHS

	Page
Graph 1. The Frequency of Types Elicitation Techniques Used in Classroom Interaction	92
Graph 2. The Frequency of Teachers' Questions Used in Classroom Interaction	95
Graph 3. The Frequency of Students Responses toward Elicitation Techniques.....	97

LIST OF APPENDICES

	Page
Appendix 1. The Types of Elicitation Techniques	
Used by English Teachers	121
Appendix 2. The Result of Observation Sheet	130
Appendix 3. The Transcription of the Aims of using	
Elicitation Techniques	147
Appendix 4. Transcription of Teachers-Students Interaction	154
Appendix 5. Transcription of Teachers Interview	262
Appendix 6. Observation Sheet.....	278
Appendix 7. Interview Guide	279
Appendix 8. The Validation of Observation Sheet and Interview Guide	280
Appendix 9. The Letters of Research.....	287

CHAPTER I

INTRODUCTION

A. Background of the Problem

Interaction is an indispensable concept in English foreign language classroom since the teaching and learning emphasize the use of English as a medium of communication. It is in lined with the aim of teaching English in Indonesia, as adopted by the 2006 Curriculum (2006: 126), the goal is to develop the communicative competence of students. It implies the close relation between classroom learning and actual use of English to communicate effectively. Thus, interaction becomes the root of language classroom.

In order to successfully create the classroom interaction, the participants, namely teachers and students should be able to play their role effectively and efficiently. As argued by Tsui (2011: 75) the development and success of class depends on a greater extent of the interaction between the teachers and students. Therefore, every participant should take a part in the process of teaching and learning that is revealed in interaction.

Furthermore, creating effective and supportive learning is a teachers' job. Teachers as the main actors in the classroom have a responsibility to create the classroom interaction run efficiently. As revealed by Thomas (1997, 135), teachers are the most influenced people in the process of interaction since the action of the teacher affects the class reaction and modifies in the next action. Hence, the teachers should have a good preparation to organize the classroom interaction and

facilitate the students to speak since teachers' action is necessary for developing students' communicative skill.

Besides, interaction with teachers can increase students' language knowledge. According to Long (1996: 413), interaction facilitates language acquisition because of the conversational and linguistic modifications that occur in such discourse and provides students with the input they need. In conclusion, through interaction, the students have an opportunity to understand and use language that was incomprehensible, as a result, they could get more input and more opportunities for output.

Due to the explanation above, the teachers take an essential part in the foreign language teaching in organizing activities. As argued by Yanfen and Yuqin (2010: 76), the way teachers' talk not only establishes how well their teaching is, but also guarantees how well students will learn. Consequently, they have to be able to understand how the dynamic of classroom interaction influence the students' ability and participation in classroom activities. Then, it may enable teachers to examine and modify the pattern of classroom interaction in order to create conducive learning and teaching process.

One of the techniques usually used by English teachers to assist students in interaction process is elicitation technique. Thuy (2011: 17) asserts that eliciting techniques are considered effective tools that teachers should use in order to stimulate and get their students to raise their voice in class. In other words, these techniques are described as a way to improve students' use of language. Furthermore, Kearsley (2010: 2) states that elicitation is teachers' techniques

which have the purpose of making students more active. Especially, elicitation help students to be more enthusiastic about learning, increase student's talk time, maintain student's attention, draw on student's already know, provide an opportunity for students to participate and motivate students to learn. Hall (2016: 34) also adds that elicitation technique is the strategy used by teachers to get students to make a contribution to class and typically, elicitation followed by asking questions. Besides, Walsh (2013: 33) also believes that elicitation entails asking questions and that questioning is one of the principle ways in which the teachers control the classroom discourse. In conclusion, elicitation is suitable techniques used by language teachers to facilitate students' language acquisition that typically involved by asking questions.

Moreover, elicitation techniques are done by giving some questions. Asking question is an ordinary way for the teachers because all of them ask questions in class every day. As emphasized by Kindvatter (1988: 36), giving elicitation question is a common technique used in English language teaching. The goal is to check whether the students understand what they have been taught or not, enhance students' involvement and promote students' creative thinking in classroom interaction. In short, questions have been always the most common occurrence in the classroom, as well as the most favorable adopted tool by most of the teachers. Thus, elicitation is an important technique in order to develop students' ability in producing language. In other words, elicitation techniques involve students in the process of understanding and discovering language.

In accordance with elicitation techniques in classroom interaction, the researcher has done preliminary research at SMAN 1 2x11 Kayutanam in September 2015. It has been conducted by the researcher in four classes at each level at the school. There were some problems occurred in the process of using elicitation techniques in classroom interaction. First, teachers mostly used similar techniques to elicit information from the students. There were only two types of elicitation techniques mostly used by English teachers; asking questions combined with dialogues and text. The teachers stated that these techniques were frequently used by them because it was easy to find and simple in using it as a media to elicit information from students. It caused the classroom interaction run monotonously and students' responses were not rich enough to be considered as an interaction

Second, teachers usually used question in order to elicit information from students. The teachers used yes/no questions, display question and referential question. For example: "did she go to the airport?", "does John receive the invitation?", "what kind of text it is?", and "what do you think about this picture?". Third, in responding the questions, the students still remained to be silent and passive. They frequently avoided the teacher's questions by doing any activities like open the book, write the paper and only respond by saying one word, like, 'yes', 'understand'. In other words, students were often reluctant to give a response and most of the class members sit looking straight ahead using minimal facial expressions, gestures, and verbal utterances. Thus, the teachers received little oral and the types of questions were not influence the students in giving a response. Related to the use of questions and students responses, Ozcan

in Zohrabi (2014: 98) indicates that the response of the students will be longer and complex if the teachers asked referential questions and lower level language learners participate more when asked that type of question. However, in fact, the students' responses were not affected by the type of questions asked by the teachers. In conclusion, there is some gap related to the use of questions and students' responses found in the field with the finding of the previous research.

The theories and occurrences above confirm the importance of using elicitation technique in a classroom but the implementation of this technique is still far from the expectation. Besides, elicitation involves teaching with skill and patience. Teachers should have good preparation to communicate with their students. This good preparation becomes a very importance and it is requirement in producing the teaching and learning effectively and efficiently. Additionally, The gap between the finding of previous research and the fact that the researcher found in the field carries the researcher to know how exactly the implementation of elicitation technique in classroom interaction is.

For that reason, studying about elicitation techniques in classroom interaction is needed in order to know the process of using these techniques to improve students' talk and participation in English classroom since students' language development depends on how well they use English in interaction. Therefore, the primary of the present research was to describe elicitation techniques used by English teachers in classroom interaction at SMAN 1 2x11 Kayutanam.

B. Identification of the Problem

Interaction is important in the foreign language classroom since the students' language development will be determined from how well students can use the language as a communication tool. It can be achieved through many practical techniques and one of them is elicitation technique. This technique is assumed as a key of interaction because classroom interaction is characterized by teachers' questions or teacher elicits information from the students.

Conversely, there were some problems occurs in applying these techniques in the real classroom. First, teachers were reluctant in using several of elicitation techniques. They tended to use similar elicitation techniques in most of the lessons. Second, the students respond those techniques usually used simple response and also nonverbal response, such as nodding and smiling. It affected the classroom interaction did not run efficiently and effectively because teachers' talk still dominated in a classroom. Third, the use of questions in eliciting information from students was still problematic. The teachers mostly used yes/no questions and display questions. It caused the difficulty in raising students' participation and their voice because the response of these questions is simple and short.

C. Limitation of the Problem

Based on the background and the identification of the problem, the researcher limited and focused this research on elicitation techniques used by English teachers in the classroom interaction at SMAN 1 2x11 Kayutanam.

Specifically, it was focused on the types of elicitation techniques used by English teachers, students' response and the aims of using these techniques.

D. Formulation of the Problem

Based on the background of the problem above, this research problem is formulated as follows: How is the implementation of elicitation techniques used by English teachers in classroom interaction at SMAN 1 2x11 Kayutanam?

E. Research Questions

Based on the formulation of the problem above, there are research questions to be answered as follow:

1. What types of elicitation techniques are applied by English teachers in classroom interaction at SMAN 1 2x11 Kayutanam?
2. How do students respond to elicitation techniques used by English teachers in classroom interaction at SMAN 1 2x11 Kayutanam?
3. Why do the English teachers apply elicitation techniques in classroom interaction at SMAN 1 2x11 Kayutanam?

F. Purpose of the Research

In general, this study was aimed at describing the implementation of elicitation technique in classroom interaction used by English teachers at SMAN 1 2x11 Kayutanam:

The specific purposes were:

1. To identify types of elicitation techniques applied by English teachers in classroom interaction at SMAN 1 2x11 Kayutanam.
2. To analyze students' response toward elicitation techniques used by English teachers in classroom interaction at SMAN 1 2x11 Kayutanam.
3. To find out the aim of applying elicitation techniques in classroom interaction at SMAN 1 2x11 Kayutanam.

G. Significance of the Research

There are two significances of the research. The first one is, theoretically, this research is expected to be one of the base theories for further researches that related to elicitation techniques in classroom interaction. Besides, this research also offers practical significances. The result of this study is expected to be able to give contribution to the development of English language teaching, especially in giving practical values for those who are study and teach English subject in the school particularly Senior High School level in applying elicitation techniques in classroom interaction. Moreover, it is also useful information for the teachers in order to increase students' talk in English classroom.

H. Definition of the Key Terms

In order to avoid misunderstanding with the terms used in this research, it is necessary to define it as follows:

1. Analysis is a systematic examination and evaluation of data or information by breaking it into its components parts to uncover their interrelationship. In this research, the analysis is about elicitation techniques used by English teachers in classroom interaction at SMAN 1 2x11 Kayutanam.
2. Elicitation technique is a teachers' stimulus to attract students' participation that is characterized by asking questions.
3. Classroom interaction is a process of language used in activities of teaching and learning between the interlocutors who are teachers and students in the classroom communication.
4. English teachers refer to a group of people whose job is to teach students about English at SMAN 1 2x11 Kayutanam.

CHAPTER 5

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Related on the research questions of about elicitation techniques used by English teachers in classroom interaction at SMAN 1 2x11 Kayutanam and the findings and discussion of the research, there are some conclusions that can be stated.

1. Elicitation techniques were familiar for the teachers at SMAN 1 Kayutanam. It is proven by the use of various elicitation techniques in classroom interaction. Asking question combined with using dialogue mostly used by the teachers, while asking questions combined with using non verbal language were rarely used by them. Besides, English teachers asked display question and yes/no question to a great extent while referential question was asked rarely in eliciting information from students. However, the use of one technique in each meeting still dominated the classroom interaction, as a result the teachers was difficult in raise students' voice. In other word the process of interaction was monotonous since teachers' talk still dominated the process of interaction.
2. The students' responses toward teachers' elicitation techniques in classroom interaction were dominated by simple answer and silence. It caused the interaction process overlooked by teachers' talk. Moreover,

the students employed Indonesian than English in responding teachers' questions.

3. The teachers also have clearly purposes in applying these techniques because of that they know how to maximize the usage of these techniques. There were some the teachers' aims in using elicitation techniques. They are to create interaction, to maximize students' talk, to catch students' attention, to find students' new ideas, and to check students' understanding about the material. Moreover, there were some purposes also found, they are to stimulate the students' background knowledge and to improve students' motivation in learning English.

B. Implication

There are some implications related to the implementation of elicitation techniques in classroom interaction. They are:

1. Dealing with the use of elicitation techniques in classroom interaction, it can be implied that English teachers are still difficult in using elicitation techniques in classroom interaction. It can be seen from the use of similar elicitation techniques in the process of teaching and learning. Hence, teachers should improve the use of various elicitation techniques. Especially, the teachers' preparation in organizing teaching activity before using these techniques. Besides, the teachers' questions should arouse long and complex responses from students because of that the use

of referential question should be improved in eliciting information from students.

2. Dealing with students' responses toward elicitation techniques, the students should be motivated to use English in giving the response in classroom interaction as much as possible. The students need to practice more using English and the teacher should have a good preparation to achieve it.
3. Dealing with the aims of using elicitation techniques. The teachers should maximize the use of these techniques in each meeting and the skill in delivering questions since they have a clear purposes but the implementation of these techniques cannot achieve those aims.

C. Suggestion

Based on the research findings described in the previous chapter, the researcher suggests several suggestions are:

1. For English teachers, they should concern with the preparation in organizing activities in process of teaching and learning, especially in using elicitation techniques. They can modify these techniques based on the students' ability and characteristics in classroom, as a result these techniques can be used optimally and efficiently. Moreover, the types of teachers' question in eliciting information from students. In this point, teachers should gain more awareness regarding this type of questioning since it should never be ignored or minimized and create a pedagogical

goal that demands the use of referential questions in an attempt to balance all types.

2. For headmaster and government, they also have a responsibility in developing teachers' knowledge and become an expert in their field. Therefore, they should give the opportunity for the teachers to develop their skill in teaching and provide media and infrastructure to increase teachers' skill. In order to achieve it, the government can provide training or seminar for English teachers, especially about the use of elicitation techniques and how to do a good preparation in teaching.
3. For further researchers, it is suggested to conduct deeper research about the effect of elicitation techniques in developing students speaking skill, the effect of students' response and enthusiastic in joining teaching learning process after English teacher elicit them. After that, the next researcher also can more explore the variety of elicitation techniques and the ways in using it in the different location to add information about elicitation techniques and to get more comprehensible result.

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