

**AN ANALYSIS OF TEACHERS' ELICITATION TECHNIQUES IN THE
CLASSROOM AT SMA PEMBANGUNAN LABORATORIUM UNP**

Thesis

*Submitted as Partial Fulfillment of the Requirements to Obtain Strata One (S1)
Degree*



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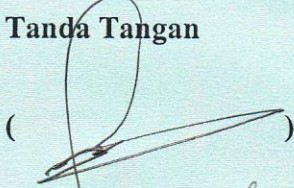
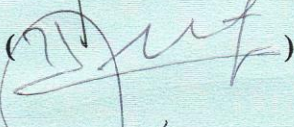
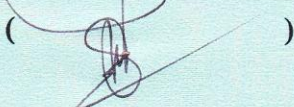
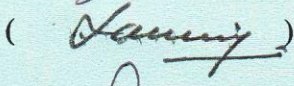
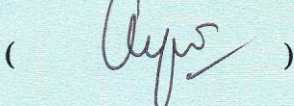
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AT SMA PEMBANGUNAN LABORATORIUM UNP**

Padang, Agustus 2013

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ABSTRAK

Sasmita, Delvia. 2013. *An Analysis of Teachers' Elicitation Techniques in the Classroom at SMA Pembangunan Laboratorium UNP*. Skripsi. Jurusan Bahasa Inggris. FBS. UNP

Penelitian ini merupakan penelitian deskriptif yang bertujuan untuk melihat jenis teknik elisitasi yang digunakan oleh guru di dalam kelas. Sumber data dari penelitian ini adalah tiga orang guru bahasa Inggris SMA Pembangunan Laboratorium UNP. Teknik pengumpulan data yang dipakai dalam penelitian ini adalah observasi dan wawancara. Dalam observasi, peneliti merekam proses belajar mengajar dengan menggunakan kamera video. Hasil rekaman ini ditranskripsikan dan dianalisis. Setelah itu, peneliti melakukan wawancara dengan ketiga guru untuk mendapatkan informasi tambahan dari data yang didapat melalui observasi. Berdasarkan hasil penelitian, ditemukan bahwa guru memakai empat macam teknik elisitasi yaitu mengajukan pertanyaan (54,8%), mengajukan pertanyaan yang dikombinasikan dengan gambar (5,5%), mengajukan pertanyaan yang dikombinasikan dengan teks atau dialog (38,7%), dan mengajukan pertanyaan yang dikombinasikan dengan bahasa non verbal (1%). Teknik mengajukan pertanyaan menempati posisi paling tinggi. Teknik mengajukan pertanyaan yang dikombinasikan dengan permainan atau kegiatan tidak dipakai oleh guru.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

English learning in the classroom occurs through meaningful interaction that involves teacher and students. Teaching learning process will not be conducted well if there is no interaction. The interaction can be between teacher and students or the interaction between student and student. The interaction between teacher and students occurs when the teacher explains the lesson. It also happens when the teacher wants to know students understanding toward the lesson. Meanwhile, student and student interaction occurs when they are involved in classroom discussion or peer work.

The students are expected to participate actively in classroom interaction. Their participation in the classroom interaction will affect their understanding toward the lesson. The students who are engaged in classroom participation who share their opinion will remember the materials well than the students who just listen to the teacher's explanation. Students will learn better and retain more when they are active participants because learning is an active process which should involve talking (Cieniewicz, 2002:5). It means, the students should be active in classroom participation. The rate of students' participation is determined by the intensity of their interaction with teacher or other students. It is teachers' responsibility to create classroom which involves students' participation.

In inviting students to participate in the classroom interaction, the teachers usually use some techniques. One of important techniques employed by teachers to invite students' engagement is elicitation technique. Elicitation technique is a technique used by a teacher to elicit students' responses and to stimulate students to talk in the classroom. By using this technique, the teacher no longer keeps the centre position in the class because the students are encouraged to actively take part in the lesson by interacting with the teacher. Darn (2008) states that elicitation is preferable method that helps promote students involvement in the lesson and develops learner centered classroom. To be more specific, elicitation offers learners an environment with opportunities to participate, as a result it increases students talking time and at the same time decreases teacher talking time. Moreover, Doff (in Suherdi, 2010) states that elicitation technique makes the students become more active because it increases students talk time, maintain students' attention, draw on what students already know or partly know, provide weaker students with opportunities to participate in the class and motivate students to learn. Based on the explanation above, it is clear that elicitation techniques affect the learning positively, especially in improving students' participation.

Teacher's ability in using elicitation techniques affects students' participation and learning outcomes. Based on an observation to an English teacher at SMA Pembangunan Laboratorium UNP, it was found that the teacher did not use elicitation techniques effectively. The teacher invited students to participate in the classroom

interaction only in while teaching, when discussing the content of the text. Ideally, the teacher should maximize and vary the use of elicitation techniques to improve students' engagement. Hence, it was important to investigate the use of elicitation techniques in the classroom because it was good to be used to invite students' participation. Doff proposes five types of elicitation: Asking questions, asking questions combined with using pictures, asking questions combined with using games or activities, asking questions combined with using texts and dialogues, asking questions combined with using nonverbal language. Based on the consideration above, this study identified the types of elicitation techniques used by teachers in the classroom at SMA Pembangunan Laboratorium UNP.

B. Identification of the Problem

Based on the background, students' participation is important in classroom interaction. One of important techniques employed by teacher to invite students' participation is elicitation techniques. Based on the observation, it was revealed that the teacher did not used elicitation techniques effectively. The teacher invited students to participate in the classroom interaction only in while teaching, when discussing the content of the text. Ideally, the teacher should maximize and vary the use of elicitation techniques to improve students' engagement. The investigation of the use of elicitation techniques was important because it was a good technique to invite students' participation. Doff proposes five types of elicitation: Asking questions, asking questions combined with using pictures, asking questions

combined with using games or activities, asking questions combined with using texts and dialogues, asking questions combined with using nonverbal language.

C. Limitation of the Problem

This research only focused on identifying elicitation techniques used by the teacher in the classroom based of the theory proposed by Doff (1988).

D. Formulation of the Problem

The problem of this research was formulated as a follows: what types of elicitations do the teachers use in teaching English at SMA Pembangunan Laboratorium UNP?

E. Research Questions

Based on the formulation of the problem above, the research questions can be formulated as follows:

1. What types of elicitations are used by the teachers of SMA Laboratorium UNP in teaching English?
2. What are the teachers' reasons in choosing a particular technique?

F. Purposes of the Research

The purposes of this research are:

1. To identify types of elicitation used by the teachers in teaching English at SMA Laboratorium UNP.
2. To identify the teachers' reasons in choosing a particular technique?

G. Significance of the Research

The findings of this research are expected to contribute theoretically and practically to the improvement of teaching and learning process. Theoretically, this research will serve as reference for those who want to know about the use of elicitation techniques in the classroom. Practically, this research is expected will help the teachers realize that elicitation techniques are important to improve students' participation, so they will use appropriate elicitation techniques which can promote students' participation in the class.

H. Definition of Key Terms

1. Classroom interaction: teacher and the students are interacting with others to get certain information such as asking and answering questions, making comment, and discussion.
2. Students' Participation: Students' speaking in the classroom such as answering and asking the questions, giving comments.
3. Elicitation technique: a technique used by a teacher to elicit students' responds and to stimulate students to talk in the classroom interaction.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

Based on the research findings, it was found that asking questions was recognized as the most frequently used techniques to elicit students' responses. The teachers used "asking questions" technique in pre and while teaching frequently. The teachers argued that asking questions were easy and effective to invite students' participation. It was followed by technique "asking questions combined with using texts or dialogues". The teachers stated that the use of text and dialogue can help the students to remember vocabulary, students to understand about the topic, and to be focus to the lesson. Asking questions combined with using pictures was considered as the third commonly used. The teacher stated that picture was a good media to catch students' attention about the topic or materials, so they can understand what will be asked and what will be explained. The last one, asking questions combined with using non verbal language placed at the lowest level. Asking questions combined with using games or activities was not used by the teachers. Based on the interview, it was revealed that the teachers do not use the technique "Asking questions combined with using games or activities" because games were not effective in their classroom. Moreover, they argued that they had difficulties in finding a good game which related to the topic will be given

B. Suggestion

Based on the conclusion, it was suggested that the teachers should be creative in applying elicitation techniques to encourage students to talk. The teacher should apply some techniques in asking questions so that the students could answer them easily. Then, they should pay attention to what, how and when questioning in elicitation should be raised in order to obtain the maximum effectiveness of this technique. Moreover, they have to maximize and vary the techniques to elicit students' responses because through elicitation techniques, the students can actively participate in the classroom. The teacher should consider using games in their teaching because games can be used to invite students' participation in highly amusing and motivating way. However, in order to obtain these benefits, number of students, proficiency level, cultural context, timing, learning topic and classroom setting are factors that should be taken into account.

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