



THE USE OF ELICITATION TECHNIQUE IN TEACHING SPEAKING TO JUNIOR HIGH SCHOOL STUDENTS

Rahmatul Husna¹, and Zul Amri²

English Department

Faculty of Languages and Arts

State University of Padang

email: rahmatulhusna11@gmail.com

Abstract

Many students have difficulties in speaking, especially junior high school students. Some of the problems faced by junior high school students are the students do not want to talk or say anything. They feel shy to speak in front of their friends and afraid of making mistakes. Also, Ur (2012:118) states that the students are often frustrated to speak in a foreign language in the classroom because they scared of criticism or losing face, or shy of the attention. Furthermore, they keep using their own language (mother tongue). These difficulties show the necessary activities or technique must be designed by the teacher in the classroom in order to enable the students to produce a meaningful English oral performance as well as to overcome their problems and weakness. One of the techniques that the teacher can apply is elicitation technique. Elicitation describes procedures that allow the teacher to get the students to provide information rather than give it to them. One way to elicit is by asking questions. Asking questions is the main technique for getting ideas and responses from the students.

Key words: Elicitation, Speaking, Junior High School

A. INTRODUCTION

English is taught in schools in Indonesia as a foreign language. Like other languages, english also has four language skills, namely speaking, listening, reading and writing. Speaking seems intuitively the most important one. According to Florez in Bailey & Nunan (2005), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It means that in speaking, students have to express their opinions, feelings, and ideas correctly in order that every single person can understand the message. That is why speaking skill must be mastered by the students.

According to Harmer (2007:123), there are three main reasons for teaching speaking. First, speaking activities provide training opportunities, the opportunity to practice real-life speaking in the classroom security. Second, speaking of

¹ English ELTSP of English Department of FBS Universitas Negeri Padang graduated on

² Lecturer of English Department of FBS Universitas Negeri Padang



assignments where the students try to use one or all of the languages they know provides feedback for the teacher and the students. Everyone can see how well they are doing: how successful they are, and also what language problems they experience. And lastly, the more the students have the opportunity to activate the various elements of the language they have stored in their brains, the more automatic their use of these elements. As a result, the students gradually become autonomous language users. This means that they will be able to use words and phrases without any conscious thoughts.

Ur (1991:120) states that there are four characteristics of a successful speaking activity. Firstly, students talk a lot. The time period allotted for the activity in the classroom is occupied by students talk as much as possible. This is because in reality, usually most of the time is taken up with teacher talk. Secondly, participation. Discussion in the classroom is not dominated by a small number of students who talked a lot. All the students get the opportunity to speak, and contributions are fairly distributed. Thirdly, motivation is high. The students want to speak because they are interested in the topic given, and they have something new to say about the topic. Also, because they want to contribute to achieving a learning objective and get a good score. Fourthly, language is of an acceptable level. The students express themselves in relevant utterances, easily understood from each other, and of an acceptable level of language accuracy.

But, many students get problems in speaking English, especially junior high school students who start to study English subject. The problems are they feel shy to speak in front of their friends and afraid of making mistakes. As a result they keep silent during the learning process. The teacher should design an activity that can enable the students to participate in the classroom actively. One of the ways to get the the students to participate is using elicitation technique. Richards and Schmidt in Kaswan (2014:48) defines elicitation as a technique that is designed to make the students actively produce speech or writing. Elicitation describes various procedures that allow the teacher to get students to provide information rather than give it to them. The teachers can get ideas, feelings, meanings, situations, etc. According to Usman, et al., (2018:56), the use of elicitation in speaking class is aimed at motivating the students to speak and train their use of vocabulary, grammar, pronunciation and fluency.

B. RESEARCH METHOD

Speaking is one of the most important skills that have to be mastered by students in learning the language. Speaking is an activity of delivering messages, it occurs between speaker and listener orally. In other words, the main point of the speaking activity is that speakers communicate their message to the listeners. In this case, the speaker and the listener should be able to understand each other. The speaker can produce the sounds that involved the messages and the listener can receive, process, and respond the messages.

Brown (2001:267) says that when a person can speak the language, it means that she/he can have a fairly good conversation. Also, Luoma (2004:9) says, speaking as interaction, and speaking as a social and situation-based activity. It means that all these perspectives, see speaking as a necessary part of people's

daily life. Harmer (2007) says that speaking is the act at the real time. When people make a conversation, they produced words at that time, and the interlocutor will directly respond. While speaking, people cannot revise or edit what they have spoken.

Scrivener (2005:98) says elicitation as drawing out information, language, and ideas from the students. This technique is based on the principles that the students may know more than what the teacher can give, and start from what they know is a productive way to start a new lesson, and also involving the students in a question-and-answer activity towards new findings is often more effective than just giving 'lectures'. From the definition above, by using elicitation technique the teacher stimulus the students to attack them being active in teaching - learning process. In other words, elicitation technique is considered as tools that the teacher must use to stimulate and make their students to speak with the class.

According to Doff in Thuy (2011), elicitation is usually done by asking questions and combines it with several instruments.

a. Asking Questions

Molinero and Garcia-Madruga (2011: 26) say that asking questions is the characteristic expressions of curiosity and creativity. Also, it requires finding a problem, and determining the information. According to Darn (2008), asking questions is not only a natural feature of communication, but also one of the most important tools the teachers have. Furthermore, questions are very important for the teachers in managing the classroom, involve the students in the lessons, encourage participation, and increase the students' understanding. Cross (1991: 59) proposes three types of questions in short – answer elicits. The first type is yes- no questions. This type of questions is suitable for beginners like junior high school students because these are answered only with a 'yes' or 'no', a nod or a shake of the head. For example,

Teacher : Do you come to school on Sunday?
Students : No, Miss.

The second type is true- false statements. This type of questions has the same function as yes-no questions. The students just say true or false or raise their hand to show agreement. For example,

Teacher : A cow eats grass and gives milk. Is it true?
Students : True, Miss.

The third type is WH- questions. This type of questions consists of What, Who, Where, When, Why and How in order to get specific information. Usually, the answers are in a short sentence. For example,

Teacher : What is your name?
Students : My name is Farah.

b. Asking questions combined with using pictures

Pictures are one of the interesting media to use in the classroom. By using pictures the teacher can draw attention from the students. Doff in Thuy (2011: 21) states that the teacher uses pictures to set the scene and what the students see and think about it. Also, he supports that this technique as one of the easiest way to elicit new vocabulary. In other words, pictures are one of media that can use by

the teacher to activate students' thinking or imagination about a topic. In this kind of elicitation, the teacher will shows a picture related to the topic and asks some questions about the picture. This is the example.



Teacher : What do you see in the picture?
Students : Cat
Teacher : What does it look like?
Students : Cute
Teacher : Good job! So, students today we will learn about animals.

The picture can be used to get students thinking about the topic will be learn at that time.

c. Asking questions combined with games or activities

Wright, et al., (2006:1) state game as an activity that is entertaining, interesting, challenging, and make the students play and interact each other. Furthermore, games provide one way of helping the students to experience the language rather than only study it. According to Ersoz (2000), games are useful to give a break to the students, and also allow the students to practice the language skills. In addition, games encourage and increase cooperation among the students. For example, is "The Waiting Game". The teacher writes 'You' and 'Me' on the board. 'You' represents the students and 'Me' represents the teacher. Then, the teacher goes around the class and play rock, paper, scissors with each student. If a student wins, he/she scores a point, and must ask the teacher a question. If the teacher wins, he/she gets a point, and must ask the student a question. Surely, the question is related to the topic that has been discussed at that time. After everyone has played, add up the scores. Thus, through the game, the teacher can make the students more active and interest in learning.

d. Asking questions combined with using texts and dialogues

According to Doff in Thuy (2011: 23), the teacher should consider using texts and dialogues to guide the students to respond to the use of language and context that is presented in the texts and dialogues. Also, the teacher should choose the appropriate texts or dialogues based on syllabus that have given. Through the texts and dialogues that have given, the teacher can make many questions to the students. Those questions can be used to push the students to be active in the class. For example,

Hi! My name is Olivia. I am 12 years old. I live in Canada with my parents and brothers. I am in grade 6. I like social studies and math. After school, I take dancing lessons, swimming and violin. I like cats and rabbits. My favorite color is pink, and my favorite food is spaghetti. I want to learn how to play volleyball better.

Teacher : What the text is about?
 Students : Olivia
 Teacher : How old is Olivia?
 Students : 12 years old
 Teacher : Where does she live?
 Students : Canada
 Teacher : Great! Today we will learn about self introduction.
 The text above is one of example of self introduction.

Trough the text given, the teacher asks some questions to the students that can be used to encourage the students to participate in the learning process.

e. Asking questions combined with using nonverbal language

Galloway (1970:4), nonverbal language is communicating without words. It implies that behaviors are as important as words. Nonverbal language consists of mimicry, gesture, facial expression, and body language. It can be used to makes the students be active in the classroom. By using nonverbal language the teacher does not give the question by using voice, but with the body language, gesture, facial expression, etc. It will provoke the students' curiosity and attention. For example, the teacher will teach about leave taking. Then, the teacher gives a clue by waving the hands. After that, the teacher asks the students what the gesture means, and the students try to find out the answer.

Teacher : (Waving her/his hands). What does it mean?
 Students : Good bye
 Teacher : Very good. So, today we will learn about leave taking. And that gesture is one of the ways to say goodbye or leave taking.

C. DISCUSSION

1.Preparation

Before entering the class and starting the lesson, the teacher has to make preparation to support the teaching process. Having a good preparation will help the teacher in teaching and also increase his/her confidence because already know the things to do in the class. This preparation is formulated in the lesson plan. In

the lesson plan, there is a written procedure that is going to be used by the teacher as a reference in teaching. Also, the lesson plan gives many benefits for the teacher, such as it will help them to teach systematically.

2.The Implementation of Using elicitation technique in Teaching Speaking to Junior High School Students

1. Pre-teaching Activities

At the beginning of this stage, the teacher greets the students to gain their attentions such as saying “Good morning, students. How are you today?” Then, the teacher asks the chairman to lead a prayer before starting the lesson. After that, the teacher checks the students’ attendance and their readiness for learning. Before starting the new topic, the teacher can review the previous lesson and motivate their students. It is useful to know the students’ understanding about the last lesson. At this stage, the teacher also identifies the students’ background knowledge related to the lesson given. It can be done by asking several questions that are related to the lesson.

Teacher	: Good morning, students.
Students	: Good morning, Miss.
Teacher	: How are you today?
Students	: I am fine, Miss. And you?
Teacher	: Very good, thank you.
	Okay, chairman, lead for praying, please!
	Now, let me check your attendance. Please raise your hand, and say “present”.
Students	: Alright, Miss.
Teacher	: Well, students. What was the topic of our lesson, last week?
Student 1	: Greeting and leave taking, Miss.
Student 2	: Thanking and apologizing, Miss.
Teacher	: Great, Students. Last week we have learned about greeting, leave taking, thanking and apologizing. And, now we will learn a new topic.

2. Whilst- teaching Activities

This activity includes several steps: observing, questioning, experimenting, associating, and communicating.

a. Observing

Observing is the stage where the teacher begins asking the students to observe certain objects. Firstly, the teacher shows a picture in the slide related to the lesson.



- Teacher : Look at the picture in the slide! What do you see?
 Student 1 : A girl, Miss.
 Student 2 : Text, Miss.
 Teacher : Very good. What the text is about?
 Students : About Hanna, Miss.
 Teacher : Great. The text is about Hanna.
 Well, students, our topic today is about self introduction. And, here is the example of self introduction of Hanna.

b. Questioning

The learning activity in this stage is asking questions about information that is not understood from what is observed or questions to obtain additional information about what is observed. It is the time for the students to ask questions about the picture that was given before, such as ask difficult words. Also, the teacher can stimulate the students' curiosity about what self introduction means, and its purpose. Several students may ask these questions during the learning process. Then, the teacher can lead the students to do a discussion related to the questions and picture given to encourage them to be active in the classroom.

c. Experimenting

At this stage, the teacher starts playing the game. Firstly, the teacher should introduce the students about certain topics being learned, self introduction. The teacher also explains the rules of the game, how the game should be played. The writer uses "The Waiting Game" (cited from ESL questions and answer games). The teacher writes 'You' and 'Me' on the board. 'You' represents the students and 'Me' represents the teacher. Then, the teacher goes around the class and play rock, paper, scissors with each student. If a student wins, he/she scores a point, and must ask the teacher a question. If the teacher wins, he/she gets a point, and must ask the student a question. Surely, the question is related to the topic that has been discussed, about self introduction. The example of the questions is 'what

is your name? Where do you live?' or how many brothers and sisters do you have?, And so on.

d. Associating

At this stage, the teacher asks the students to make their self introduction in several sentences. Meanwhile, the teacher goes around the class to see their work and check if there are the students who asking questions.

e. Communicating

The learning activity in this stage is delivering sentences about the self introduction that they have made in oral presentation in front of the class. Then the teacher and the other students correct the sentence which has been presented.

3. Post-teaching Activity

At the end of the lesson, the teacher and the students conclude the lesson that has been learned together. Also, the teacher re-explains the material that has been learned.

According to Case (2009), there are several advantages of elicitation techniques. Firstly, elicitation keeps the students alert. Even the best students will think carefully if there is someone in front of the class talking, especially if what is said is in a foreign language. If they contribute to the lesson or at least know that they can be called at any time, so they have to prepare themselves.

Secondly, elicitation helps the teacher realizes if the students are listening and understanding or not. If the teacher says "My hobby is playing badminton". There is no sign of knowing if the students have understood what the teacher said or not. Then, the teacher asks "What is her/his hobby??" instead; a lack of an answer makes it likely that they are not listening or are not following the teacher. If that answer has only come from one person, the teacher will need to make sure everyone else has understood as well with concept checking questions or further elicitation of example sentences.

Thirdly, elicitation helps the teacher find out what the students already know. By starting with easy questions and working in more difficult ways, the teacher will be able to increase their confidence with the first and be aware of the limits of their knowledge once their answers begin to become incomplete or wrong. Find out what the students do and not knowing will also help the teacher spend lesson time on the most important things, and help the teacher plan the future lessons by thinking about them.

Lastly, elicitation helps the students learn how to guess. Communicating in real time is a continuous process of guessing to predict what people will say, trying to exercise their attitudes with their tone of voice and body language. Many students do not have this skill or are shy to use it in the foreign language classrooms, and getting them used to guessing answers to almost everything the teacher says by asking questions can really help. To make sure they like making guesses when the teacher want to know, the teacher has to give positive feedback for any contribution, such as "very imaginative, but I mean something else", standing close to people calmly when they answer so they do not misinterpret not hear them as a lack of understanding, and ask questions that have many possible correct answers. Also, Usman, et al., (2018: 56) indicates four advantages of

elicitation technique in the classroom. First, it makes the students pay more attention to the lesson that being presented by the teacher. Second, it helps the teacher to find out how well they teach vocabulary, language structure and pronunciation in the speaking class. Third, it maximizes speaking opportunities. Fourth, it is used to check the students' understanding.

D. CONCLUSION AND SUGGESTIONS

Teaching speaking means the teacher teaches the students how to speak in English to improve their communicative skills, because, only in that way the students can express themselves, and learn how to follow the social and cultural rules appropriate in each communicative circumstance. In other words, the teacher helps the students in real life communication, develop their students' ability in connecting sentences that are appropriate to specific contexts. But, many students get problems in speaking, especially junior high students who start studying English subject. Some of the problems faced by the students are; they do not want to talk or say anything, they feel shy to speak in front of their friends, afraid of making mistakes. and afraid of criticism. Moreover, they keep using their own language (mother tongue).

The difficulties faced by the students above show the necessary activities must be designed by the teacher in the classroom in order to enable the students to produce a meaningful English oral performance as well as to overcome their problems and weakness. One of the techniques that the teacher can apply is elicitation technique. Elicitation means “draw facts, responses, answers, etc. from anyone. Also, elicitation describes various procedures that allow the teacher to get students to provide information rather than give it to them. The teachers can get ideas, feelings, meanings, situations, etc.

From the conclusion above, it is suggested that the teacher should use an appropriate technique that can make the students interest in learning, and also improve their speaking skill. It is better to stop use “lecture” method, and give more time to the students to improve their speaking skill. Also, give the students opportunity to convey and share what they know, and help them to develop it. Hopefully, elicitation technique can help the students to improve their speaking skill be better.

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