

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

Delvia Sasmita¹, Jufri², Yuli Tiarina³

English Department

FBS State University of Padang

email: delvia.sasmita@gmail.com

Abstrak

Penelitian ini merupakan penelitian deskriptif yang bertujuan untuk melihat jenis teknik elisitasi yang digunakan oleh tiga orang guru bahasa Inggris SMA Pembangunan Laboratorium UNP. Teknik pengumpulan data yang dipakai dalam penelitian ini adalah observasi dan wawancara. Dalam mengobservasi, proses belajar mengajar direkam dengan menggunakan kamera video. Hasil rekaman ini ditranskripsikan dan dianalisis. Wawancara dilakukan dengan 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.

Key words: interaction, participation, elicitation

A. Introduction

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

¹Student of English Language Teaching Program of FBS UNP graduated on September 2013

² Advisor, Lecturer in Faculty of Languages and Arts, State University of Padang

³ Co-Advisor, Lecturer in Faculty of Languages and Arts, State University of Padang

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' responds 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. Doff proposes five types of elicitation.

1. Asking questions

Asking questions is one of the common techniques used by teacher to invite students to participate in the classroom. Doff (in Thuy, 2011:14) states that eliciting can take place at any stages of the lesson and it is mainly done by asking questions. It means, asking questions is the leading techniques to elicit ideas and responses from the students. Moreover, Darn (2008) argues that asking questions is the most important tools for teacher to manage the class, engage students with content, encourage participation and increase understanding. He states that asking questions is considered as an art and science with some rules teacher should take into account, including the various types and appropriate quantity of questions should be raised in a lesson.

2. Asking questions combined with using pictures

Picture is an interesting media to use in the classroom. By using pictures from textbook or any supplementary source, teacher can motivate students to participate by catching their attention, stimulating their curiosity and imagination. Doff (in Thuy, 2011:21) states that the teacher uses pictures to set the scene and asks questions about what (students) see, why they think it happens, what they think will happen next and how they feel or what they think about it. In short, picture is a good media to activate students' thinking about the topic will be given. This following picture can serve an example.



T: What do you see in the picture?
S: Farmer
T: What are they doing?
S: They are harvesting
T: What is being harvested?
S: Wheat

The picture above can be used to get students thinking about the theme of the text before reading. Moreover, the teacher can use the same picture to revise vocabulary necessary for reading the text. It will help the students to understand the text easily.

3. Asking questions combined with using games or activities

Games and activities also can be used to invite students' participation. Lee (1995) states that it is possible to learn a language and enjoy its self at the same time. Moreover, Wright at al. (1984:1) also states that language learning is hard work. Afford is required at every moment and must be maintained over a long period of time. Games help encourage many learners to sustain their interest and work. Hence, teacher should be creative in teaching. Games can help the teacher to create fun classroom. It means, games and activities are clearly seen as effective tools that help teacher to create specific context in which the language is useful and meaningful. Concerning to the benefit of games and activities, Ersoz (2000) in the internet TESOL journal has emphasized that if games and activities

are well chosen and appropriately used, they can give students a break and at the same time allow students to practice language skills in amusing and motivating way. In other words, game can be alternated to make students become active in the classroom. If games are well chosen and appropriately used, they can give students a break simultaneously create chances for them to practice new skills in highly amusing and motivating way (Ersoz 2000). In order to fully obtain these benefit, one thing teachers should take into consideration is that whenever a game is to be conducted the number of students, proficiency level, cultural context, timing, learning topic and classroom setting are factors that should be taken into account (Nguyen and Khuat in Thuy:2011). In short, games affect students positively if it is chosen appropriately.

4. Asking questions combined with using texts and dialogues

Doff (in Thuy, 2011:23) states that teacher may also consider using texts and dialogues to guide students to respond to the language use and the context of use presented in those texts and dialogues. It means texts or dialogues can be used to invite students' participation in the classroom. Authentic texts or dialogues, when introduce into language classroom, it can bridge the gap between classroom knowledge and student's capacities to participate in real world events (Wilkin in Thuy, 2011:23). More over, texts or dialogues plays important role in providing students with illustrative language samples. Since the texts or dialogues serve as standard sample for students to imitate, the teacher should chose materials carefully according to the syllabus and by considering learners' factors such as, learning style, ability and interest.

5. Asking questions combined with using nonverbal language

One of attractive way in communicating is by using non verbal language because non verbal languages such as body language, facial expression convey a massage about how speaker think and feel. Hence, Non verbal language such as miming, gesture, facial expression, and body language can be alternated to make students active in the classroom. Doff (in Thuy, 2011:23) states that miming, gesture, facial expression, body language, etc are used mainly to elicit new vocabulary and structure. By making use of these techniques, teachers can provoke students' curiosity, attention, and then utter the expected language items.

In classroom interaction, eliciting techniques is considered as an effective techniques used by teachers in which students as centre of the class and the teacher as a guide. The purposes of eliciting techniques are to give the students a chance to participate in the learning process especially in classroom interaction by letting them express their knowledge, to enhance their language abilities by adding their background knowledge, and to reveal students basic knowledge in the topic given (Darn, 2008). Meanwhile, Wajnryb (1992:94) argues that there are at least eleven reasons why eliciting techniques are effective in the classroom interaction. He states that the teachers elicit:

(1) to set students thinking in a certain direction, (2) to steer the students toward a certain topic, (3) to create a context in learning process (4) to warm up the class, (5) to generate peer interaction/correction, (6) to lead into an activity, (7) to attract and focus attention, (8) to increase student talking time, (9) to allow the teacher to assess what is already known about a particular topic, structure or area of vocabulary, (10) to draw out passive knowledge, (11) to tap into the students as a learning resource and engage them in learning process.

From several function and purposed above, it can be concluded that the main purpose of eliciting techniques is to get students' responses. In short, it can be seen that eliciting techniques plays the role as an effective way that can be used by the teachers to stimulate students' talk in classroom interaction.

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. Based on the consideration above, this study identified the types of elicitation techniques used by teacher in the classroom at SMA Pembangunan Laboratorium UNP.

B. Research Methodology

This was a descriptive research which was aimed to identify the types of teachers' elicitation in the classroom. The sources of data of this research were three teachers at SMA Pembangunan Laboratorium UNP who teach first and second grade students which chosen by using purposive sampling because this study required the willingness of the teacher and school admission to make video recordings.

Data collections techniques used in this research were observation and interview. Observation was conducted to observe classroom interaction. This research used video camera to support the data gathered through observation to identify teacher's elicitation in classroom interaction. Meanwhile, interview was aimed to seek information about elicitation techniques based on observation findings. The teachers were asked the reasons why they chose a particular technique or not. All interviews were recorded to avoid possible misunderstanding.

The result of video recordings were divided by labeling participant into teacher (T), students (Ss), and (S) for single student. To know the percentage of frequency each types elicitation technique used by teachers, they were counted with formula. Arikunto (2006:123) shows the formula to know the percentage of each types of elicitation as follows:

$$p = \frac{f}{N} \times 100\%$$

Note:

P: percentage

F: Frequency

N: Number of elicitation

C. Discussion

Table 1. Types and number of elicitation techniques used by three teachers based on Doff's (1988) theory

No	Doff's Elicitation Techniques	Elicitation techniques of Teachers			Total	%
		I	II	III		
1.	Asking questions	112	94	66	273	53.6
2.	Asking questions combined with using pictures	0	29	9	38	7,4
3.	Asking questions combined with using games/activities	0	0	0	0	0
4.	Asking questions combined with using texts/dialogues	32	82	74	188	36,9
5.	Asking questions combined with using non verbal language	8	2	1	11	2.1
Total		152	206	151	509	100

The findings of this research show that asking questions placed the highest frequency of use. It could be seen from the percentage used of each teacher. The teachers asked questions to invite students' participation frequently. This finding was consistent with previous study conducted by Chu (2009:45) which found that asking questions was commonly applied by the teachers to encourage students to talk. Thus, this elicitation technique was considered as an effective way to stimulate students' talk in the classroom. More over, Thuy (2011:62) stated that among the variety of elicitation techniques were applied by teachers, asking questions took the dominance. It was supported by Doff (in Thuy, 2011:14) who states that eliciting can take place at any stages of the lesson and it is mainly done by asking questions. The teachers used "asking questions" technique in pre and while teaching. In pre teaching, they asked questions to activate students' background knowledge. Meanwhile, in while teaching, the teacher asked questions to dig students' knowledge about the topic.

Based on the interview, it was revealed that there were several reasons why teachers tended to use asking questions to elicit students' responses. Teacher 1 argued that asking questions was an easy way to invite students' participation in the classroom. She stated that teacher can activate students' background knowledge about the topic will be learnt through asking questions. Having similar idea with teacher 1, teacher 2 stated that she was prefer to use "asking questions" because she also wanted to dig students' background knowledge so the students get into the topic will be given. Moreover, teacher 3 argued that asking questions was easy and effective to invite students' participation. She told that when the teacher asked students questions, they had to answer them. By answering the questions, the students are practicing speaking English.

The second popular technique used by teachers was asking questions combined with using texts or dialogues. The finding was similar to study conducted by Chu (2009:45). Chu revealed that using texts or dialogues placed the second the common used by teachers. Texts or dialogues were used in while teaching especially in phase elaboration. The students had to read the text/dialogues or to analyze a model of language. In this stage, the teachers asked the students some questions related to the text or dialogues orally. Doff (in Thuy, 2011:23) states that teacher may also consider using texts and dialogues to guide students to respond to the language use and the context of use presented in those texts and dialogues. To clarify the reasons for their choice, teacher 3 stated that using text and dialogue can help the students to remember vocabulary. Then, teacher 1 argued that text or dialogue served as the sample of language so it can help the students to understand about the topic. Moreover, teacher 2 stated that the use of texts and dialogue help the students to be focus to the lesson.

The third ranked technique used by teachers was asking questions combined with using pictures. Among three teachers, teacher 2 had the highest percentage in using asking questions combined with using pictures. Based on the interview, she 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. It was supported by Doff (in Thu, 2011:21) who argues that picture is a good media to activate students' thinking about the topic will be given. The teacher used pictures to set the scene and asks questions about what (students) see, why they think it happens, what they think will happen next and how they feel or what they think about it.

The least technique used was asking questions combined with using non verbal language. Comparing this research with related study conducted by Chu (2009), the findings showed similar features. Chu (2009:45) found that non verbal language was considered as the lowest percentage used by teachers. In this research, the teachers used non verbal language to help the students to understand what they said. For example, to help the learners understand the meaning of the sentence "my legs hurt", teacher 3 gave the clue by pointing her legs. Sharing the same idea, Doff (in Thuy, 2011:23) states that miming, gesture, facial expression,

body language, etc are what teachers have at their disposal to motivate students' response.

Asking questions combined with games were not used by the teachers. The finding was different from what Thuy (2011:62) found in his research. He found that asking questions combining with using games and activities placed the second commonly used. Ersoz (2000) states that if games are well chosen and appropriately used, they can give students a break simultaneously create chances for them to practice new skills in highly amusing and motivating way. Based on the interview, the teachers had their own reasons why they did not used games. Teacher 1 argued that she did not use games or activities in her teaching because if she used games, the students tended to focus on games rather than on the lesson. Moreover, she stated that she did not use games because of the limit of time. 2 x 45 was not enough to conduct games in the classroom. Then, teacher 2 stated that she did not used games because of the difficulties in finding a which was relevant to the topic would talk about. Sharing the same idea with teacher 2, teacher 3 argued that she did not use games because it was hard to find a good game to be used in teaching, especially for the students who have low motivation. In short, ineffectiveness of using games and the difficulties in finding a good game were the teachers' reason not to used games in their teaching. It might happen because of the teachers lack knowledge about the use of games in the classroom.

D. Conclusion and Suggestion

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

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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