

**ELICITATION TECHNIQUES IN CLASSROOM INTERACTION USED
BY ENGLISH TEACHERS AT SMAN 1 2x11 KAYUTANAM****TEKNIK ELIKITASI DALAM INTERAKSI KELAS YANG
DIGUNAKAN OLEH GURU BAHASA INGGRIS DI SMAN 1 2x11
KAYUTANAM**

Mellati Mandasari, Hermawati Syarif, and Refnaldi
English Graduate Program, Faculty of Languages and Arts
Universitas Negeri Padang
Email: mellati@yahoo.com

Abstract

This study aims to explain the elicitation techniques teachers use to interact in the classroom. This research is descriptive research. The subjects of the study were English teachers at SMAN 1 2x11 Kayutanam. The data were collected using video recordings and observations in four different classes. Conversation analysis is used to analyze and classify data. The research findings show that there are five elicitation techniques used by teachers. The technique is to ask using pictures, texts, dialogues, body language and techniques designed by the teacher himself. Asking to use dialogue is a technique most often used by teachers to ask students. In addition, inquiring using body language is very rarely used by teachers. In the use of elicitation techniques, teachers use several types of questions. The questions consist of yes / no questions, closed questions and open questions. In its use, English teachers ask more yes / no questions and closed questions, while open questions are rarely used. Student responses to elicitation techniques used by teachers are dominated by simple or short answers. Based on the above findings, it can be concluded that teachers tend to use one same elicitation technique at each meeting so that the process of interaction in the classroom is still dominated by the teacher.

Keywords: *elicitation techniques, classroom interaction*

Abstrak

Penelitian ini bertujuan untuk menjelaskan teknik elisitasi yang digunakan guru untuk berinteraksi di dalam 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. 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

Introduction

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, p. 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, p. 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, p. 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, p. 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, p. 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, p. 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, p. 2) states that elicitation is teachers' techniques which have the purpose of making students more active. Especially, elicitations 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. Besides, Walsh (2013, p. 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 Kindsvatter (1988, p. 36) that 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 word, 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. 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, p. 98) indicates that the response of the students will be longer and complex if the teachers asked them 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, this research was done to describe elicitation techniques used by English teachers in the classroom interaction at SMAN 1 2x11 Kayutanam.

Review of Related Literature

Classroom interaction is a crucial factor, especially for English foreign language learners in order to increase their communicative development since classroom interaction is the main medium in giving students opportunity to speak and practice their target language. The concept of interaction is defined as mutual occurrences that involve at least two objects and two actions. Interaction occurs when these objects and events naturally influence one another (Wagner, 1994, p. 8). In other words, the process of interaction cannot happen one way and it needs more than one object to be attended in that process. Therefore, interactions do not occur only from one side, there must be mutual influence through giving and receiving messages in order to achieve communication.

The successful of classroom interaction cannot be separated from teacher talk. Teacher talk plays a crucial part in teaching and learning process. It has attracted attention because of its potential effect on students' comprehension which has been hypothesized to be important for language acquisition (Ellis, 1994, p. 160). In term of acquisition, teacher talk is principal because it is probably the major source of comprehending the target language. Hence, teacher talk is the vital part in the language classroom, it is not only useful in process of teaching and learning but also for the students' progression in learning the language.

In order to develop students' communicative skill, the teacher should provide an effective and supportive learning process in the classroom. The teacher may employ some appropriate techniques. One of which is to use eliciting techniques. According to Walsh (2006, p. 8) elicitation is one of the features of classroom interaction that typify much of the interaction that takes place in the classroom and is prevalent in all of the word. Besides, Darn (2009, p. 7) asserts that in process of teaching and learning, elicitation is the term which describes the techniques that allow the teacher to get the students to provide information rather than talk it directly. In another word, elicitation is a starting point for a lesson and also the powerful diagnostic tool to stimulate classroom environment more effective and interactive.

There are some types of elicitation techniques as defined by Doff in Thuy (2011, p. 15). He classifies the types of elicitation techniques. These techniques have characterized the way of asking elicitation questions which followed by some tools. They are consisting of four techniques; asking questions combined with using pictures, asking questions combined with using game or activities, asking questions combined with using texts and dialogues, and asking questions combined with using nonverbal language.

Besides, elicitation technique is characterized by asking questions. Meanwhile, a question is the main part of classroom interaction and commonly

used by a teacher to increase students' participation. As stated by Walsh (2013, p. 7) elicitation entails asking questions and that questioning is one of the principle ways in which teacher control the classroom discourse. Teacher questions have been categorized into display questions, referential questions and yes/no questions (Nunan, 1991, p. 194). Display and referential questions are arranged based on communicative value.

Furthermore, students' response is one of crucial factor in using elicitation techniques since the successful of elicitation techniques is determined by the students' responses. According to Thomas (1999, p. 33) students' responses are the result of the action of the teacher. On the other hand, students' responses come because the engagement of the teacher to raise students' voice.

Research Method

The design of this research was descriptive. It was aimed to figure out elicitation techniques used by English teachers in the classroom interaction. Specifically, the researcher figured out the techniques of elicitation used by English teachers in classroom interaction and students' responses.

The data of this research was spoken data that taken from teacher-students' utterances in classroom interaction. The source of data was information from the recording of teacher-students interaction.

To collect data, a qualitative data analysis was followed. Twelve transcripts from four teachers were recorded. Then, transcripts for these recordings were written for selected discourse. The aim is to identify types of elicitation techniques and students' responses. A number of features of selected discourse transcripts were examined from conversation analysis (CA) perspective as means of understanding the types of elicitation techniques and students' responses.

Moreover, in order to sort out the types of elicitation techniques used by four English teachers and students' responses in each class were counted quantitatively as well as the average length (number of word) of types of elicitation techniques mostly used by them and students' responses toward those techniques.

Findings and Discussions

Based on data description and analysis, teachers used some types of elicitation techniques in classroom interaction. Besides, there were others elicitation techniques that not stated indicators also used by English teachers. They are asking questions combined with audio and audio visual. In order to make it more clearly see the graph below:

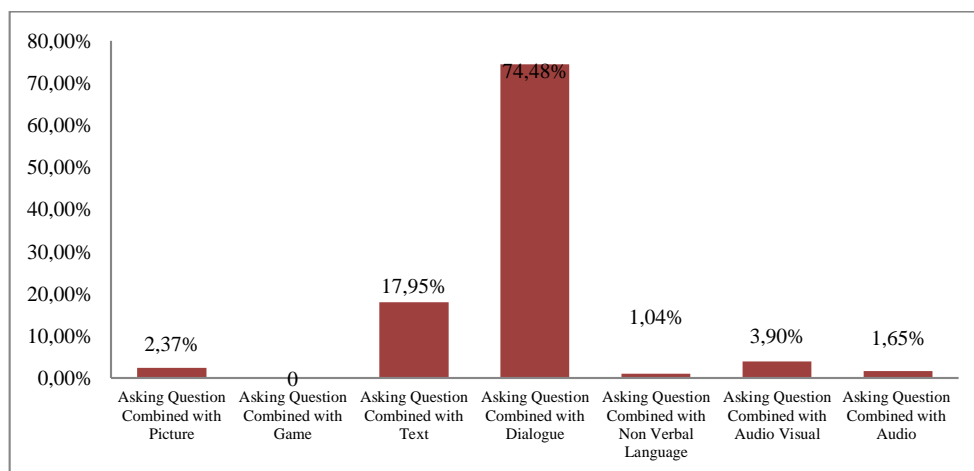


Figure 1. The Types of Elicitation Techniques Used by English Teachers in Classroom Interaction

Graph 1 above shows that asking question combined with dialogue was mostly used by English teachers in eliciting information from students (73.91%). English teachers used it in all of meetings. Then, asking questions combined with non verbal language was used rarely by English teachers (1.20%). Besides, asking questions combined with game was not used by them.

It was totally different from the result of the study conducted by Thuy (2011). That research found that asking question combined with games was frequently used in English language classroom. Besides, this finding also against with what proposed by Achadiyah (2016), she assumed that asking questions combined with picture is the most favorable technique used by English teachers in gathering information from students. In conclusion, the finding of this research is different with some previous studies.

Besides, asking question combined with non verbal language was rarely applied by the teachers. It is similar with the result of previous research conducted by Chu (2009). He found that non verbal language was considered as the lowest percentage used by the teachers. Additionally, Tiarina (2013) in her research also attained that the frequency of using this type of elicitation question is only 1%. She added that the teachers used this technique to help the students understand what they said. It is similar with the finding of the research in which the teacher used asking question combined with using non verbal language to ask the students about the vocabulary then the students could understand what they have been discussed. It is supported by Allen and Valette (1999, p. 152), they argue that using gestures to convey the meanings of specific words such as descriptive adjectives, prepositions of place, and action verbs. Furthermore, the finding of the research showed asking question combined with non verbal language was rarely used since it was used automatically by the teachers and there is no planning should use kind of non verbal language in teaching and learning process. As stated by Murat & Sible (2008, p. 170), all

language teachers use body language either consciously, or unconsciously when presenting their lessons and giving tasks to students in the language classroom.

Additionally, asking questions combined with game was not applied by the English teachers at SMAN 1 2x11 Kayutanam. They assumed that playing game in the process of teaching and learning is time consumption and they need a good preparation to do so. Then, the ability of their students is their main reason in avoiding to use this technique. The teachers also stated that it will be difficult to achieve the purpose of the study since the students was easy losing their attention. These teachers' statements is against with what have been stated by Saricoban & Metin (2000), they assume that games are task based and have a purpose beyond the production of correct speech, serve as an excellent communicative activities. On the surface, the aim of all language games is for students to use the language. This process involves the productive and receptive skills simultaneously. On the other hand, there is a gap between the teachers' assumption in using game with the theory have been stated by the expert above.

Moreover, these techniques can be applied in the opening until closing teaching activity. In more detail, asking question combined with dialogue was used by teachers in the opening until closing teaching activity. Then, asking question combined with text was used in whilst teaching activity in order to discuss about the text that related with teaching material. Meanwhile, asking question combined with picture was used in opening teaching activity. It was aimed to guide the students into the material that is going to learn in that day. Next, asking question combined with non verbal language was used in whilst teaching activity in order to ask about the vocabulary.

Additionally, elicitation techniques cannot be separated from asking question. The types of questions are adopted from Nunan (1991). They are yes/no question, display question, and referential question. See this following graph.

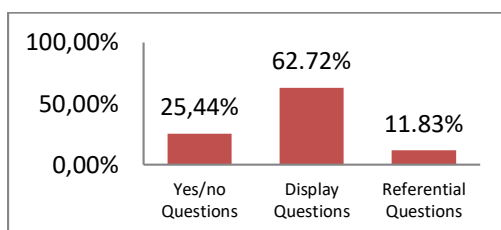


Figure 2. The Frequency of Teachers' Questions in Classroom Interaction

The finding of this research shows that the teachers' question was dominated in classroom interaction is display question. The frequency of using this question is 62.72%. Meanwhile, yes/no question and referential question were also applied by English teachers in classroom process, it was used under 50% in all of meetings. In conclusion, English teachers asks display question and yes/no question to a great extent while referential question was asked rarely.

This finding was supported by Farahian & Reaee (2012) who state that the number of display and yes/no questions were the most questions asked by the teachers than referential. Some results of studies also indicate that display questions are used by the teacher more frequently than referential questions (David, 2007; Temiz, 2012; Qashon, 2013; Vebriyanto, 2014).

Furthermore, the second finding was related to the students' responses toward teachers' elicitation techniques. The classification of students' responses was derived from Wu and Lorscher (2003) and Brown (1994).

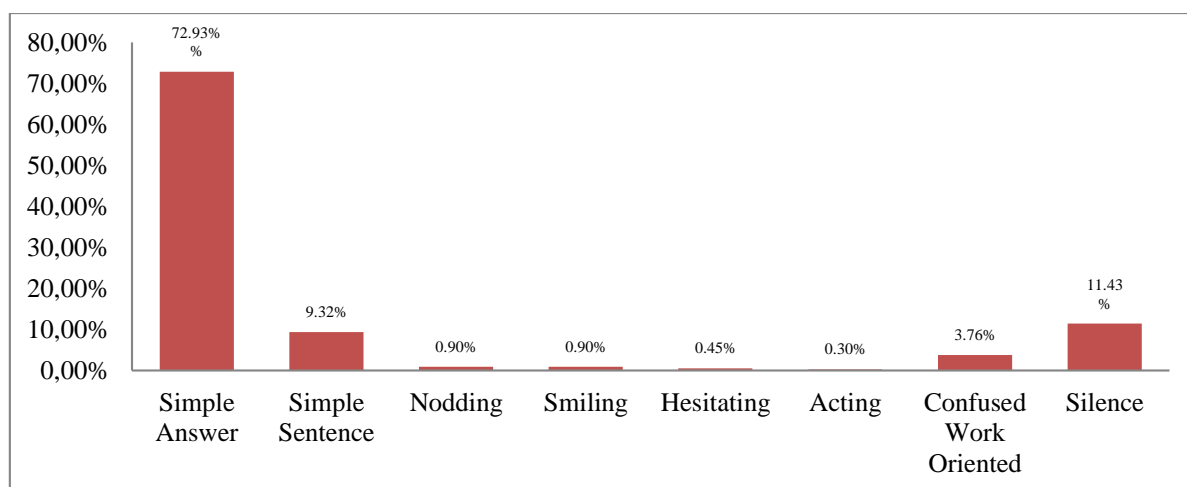


Figure 3. The Frequency of Students' Responses toward Teachers' Elicitation Questions

Based on the graph above, there are some types of students' responses. They are verbal responses; simple answer, simple sentence and elaborative responses, non-verbal responses; nodding, smiling, hesitating and acting, confused; confused work oriented and confused non work oriented, and silence. Simple answer dominated the students' responses in every meeting for each type of elicitation techniques, it is about 72.93%. Furthermore, silence was the second response mostly covered by the students (11.43%).

Therefore, based on the finding the students' responses were dominated by verbal response since from twelve meetings students' simple answer was the highest response gathered by the students toward teachers' elicitation techniques.

This finding was supported by Harmer (1991, p. 180). He points out that the teacher can stimulate the students to produce oral compositions by showing them a series of pictures, text, or playing them a tape with a series of sounds. Moreover, Brown (2004, p. 97) also adds that language is a system of arbitrary conventionalized vocal, written, or gesture symbols that enable members of given a community to communicate intelligibly with one another. On the other hand, sound, written media and body language can make the communication run efficiently between the speaker and listener.

Furthermore, the use kind of questions in elicitation techniques influence the students' responses in classroom interaction. This finding is similar with the result of previous research conducted by Alsubae (2015), the students' responses toward teacher elicitation questions' is dominated by short and simple answer.

Furthermore, silence also found frequently as a students' response after simple answer. This finding is supported by previous studies that conducted by Beebe, Hwon and Tsui in Zarfascz & Takkac (2014, p. 309). They agree that Asian students' silence is more than non Asian students in classroom interaction. In other words silence still find in classroom interaction, especially in studying English.

To summarize the results of this research, there were some types elicitation techniques used by English teachers at SMAN 1 2x11 Kayutanam; Asking question combined with dialogue, text, picture, non verbal language, audio, and audio visual. Asking question combined with dialogue was mostly used by the teachers. Meanwhile, asking question combined with non verbal language was usually used by them. In eliciting information from students, the teachers used some types of questions. The teachers usually used display questions and yes/no questions and rarely used referential questions.

Moreover, the students' responses toward these techniques were dominated by simple answer and silence. The students also mostly used Indonesia than English in giving responses.

Conclusions

English teachers have been applied various elicitation techniques in classroom interaction. However, the use of one technique in each meeting still dominated the classroom interaction. As a result the teachers were difficult in raising students' voice or in other word the process of interaction was monotonous since teachers' talk still dominated the process of interaction.

Besides, the use of display questions and yes/no question in a great extent result different quality in process of classroom interaction. The students' response was low. It can be proven by the result of the study. The students' responses were simple and short. The students also tended to use Indonesia than English.

The implication of this research is that the English foreign language teachers need to arise their understanding and wider their knowledge to master the art of elicitation techniques. Specifically, the teachers should have good preparation to illustrate the process of teaching and learning, the teachers also should ask balance questions and it is suggested to use referential/open question that need a longer and complex response from students.

Additionally, it is also suggested that English foreign language teachers to widen their knowledge and skill, especially in making preparation and delivering questions to the students since it gives necessary effect for the students'

communicative skill development in using English as a medium of communication.

Moreover, headmaster and government 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 some media to increase teachers' skill.

For further research, 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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