

# **CHAPTER I**

## **INTRODUCTION**

The researcher presents research context, research focus, research objective, definition of key terms, significance of study, previous study, as well as review of related literature.

### **A. Background of Study**

Speaking skills are important skills that need to be taught by a teacher. Therefore, the teacher should have an effective technique for teaching speaking skills. 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. 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 directly. One way to elicit is by asking questions. Asking questions is the main technique for getting ideas and responses from the students.

The effective way to teach speaking skills involves the teacher and student

to interact.<sup>1</sup> States that interaction plays significant roles in the language classroom since it can increase students' language store, develop communication skill, strengthen the social relationship and build up confidence. Thus, the teacher cannot ignore the importance of interaction between the teacher and students in teaching speaking skill.

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<sup>2</sup>. It means, the students should be active in classroom participation. The rate of students' participation is determined by the intensity of

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<sup>1</sup> Adaba, "Exploring the Practice of Teacher-Student Classroom Interaction in EFL to Develop the Learners' Speaking Skills in Tullu Sangota Primary School Grade Eight Students in Focus," *Arts and Social Sciences Journal*, 8 no.4 (2017):89.

<sup>2</sup> Cieniewicz J, "Participation Blues from the Student Perspective," diakses dari <http://connection.ebscohost.com/c/editorials/24042819/participationblues-from-student-perspective>, pada tanggal 2 Februari 2024 pukul 20.09 WIB.

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 the 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.<sup>3</sup>

Elicitation is preferable method that helps promote students involvement in the lesson and develops learner centered classroom<sup>4</sup>. 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.<sup>5</sup> Moreover, 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.

Based on initial observations, researchers found a student learning phenomenon when using types of elicitation at the ninth-grade junior high school of SMP

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<sup>3</sup> Darn, S, "Eliciting," diakses dari <http://www.Teaching english.org.uk/article/eliciting>, on 2 February 2024 at 8.35 p.m.

<sup>4</sup> Jafari, J. The Role of Elicitation Questions in Language Learning: A FunctionBased Framework. Hamburg: Anchor Academic Publishing, (2014):96

<sup>5</sup> Suherdi, Didi. 2010. "The Practice of Eliciting Techniques in EFL Classroom Interaction (A Descriptive Study of techniques at one of the Senior High School in Bandung)". Thesis. Bandung: Universitas Pendidikan Indonesia.

Sabilillah Sampang, namely that many students rarely practice their speaking skill. It happened because the environment does not support them to speak English frequently and they have a very limited chance to speak especially if the teachers do not involve them to speak. As a result, students tend to be silent, less active and spend the entire time listening to the teacher explanation. Active participation is indeed a key factor in enhancing student learning and retention. When students are actively engaged in the learning process, such as through discussions and verbal interactions, they are more likely to retain information and develop a deeper understanding of the subject matter. This is supported by the principles of active learning, which emphasize the importance of student engagement and participation in the learning process. When students are active participants in their learning, they are able to apply the information they are learning in real-time, which can lead to better retention and understanding. Additionally, engaging in discussions and verbal interactions allows students to clarify their own understanding, learn from their peers, and receive immediate feedback, all of which contribute to a more effective learning experience. Incorporating opportunities for students to talk and engage in discussions not only promotes active participation but also helps to develop their communication skills and critical thinking abilities. This can lead to a more dynamic and interactive learning environment, ultimately enhancing the overall learning experience for students. Therefore, encouraging students to be active participants through talking and verbal interactions can significantly contribute to their learning outcomes and overall academic success.

By implementing these strategies, the teacher can create a supportive

environment that encourages students to practice their speaking skills and become confident communicators.

The teacher needs to build interaction between teacher and students in teaching speaking skill. The teacher should use an appropriate classroom interaction strategy during the speaking lesson in order to develop the students' speaking skill. Elicitation technique has been employed by the teacher to build interaction between teacher and students. States the elicitation technique as strategies used by the teacher to get students to respond.<sup>6</sup> Utters that elicitation as any utterance which function is to elicit an obligatory verbal response. Hence, elicitation technique has been considered as an effective way to stimulate students' respond and elicit student to speak. Teachers have the responsibility to encourage students to speak. The teacher recommended eliciting student's responses when giving a question or other instructions. Elicitation technique can be a way to encourage the student to speak.<sup>7</sup> Elicitation enables the teacher to introduce the speaking elements by involving them directly in interactive conversations where teacher usually asks questions, students answer to which is evaluated and corrected by the teacher.

Also emphasizes that the elicitation technique is a preferable method that helps to promote students involvement to participate in the lesson. It can help a teacher change a passive learning environment into an active learning environment. Eliciting the students can break the silence in the classroom and create more talking time for students. Thus, the elicitation technique can create a student-centered learning environment and it can increase students talking time

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<sup>6</sup> Tsui, A. B. M, *Introducing Classroom Interaction*, London: Penguin (1995).

<sup>7</sup> Usman B, "Teacher' Elicitation: Inviting Students to Speak," *Journal of English Education, Literature and Culture*, 3 no.1 (2018): 51-65.

not only focus on the teacher's explanation. In addition, elicitation can be used to teach the students about something that they are unfamiliar with and to find out how much of the target language is already known by students.<sup>8</sup> He also admits that effective elicitation provides a context to present new language and helps students to retain the material on the appropriate way. Eliciting is much better than simply giving students the information because eliciting can provide a teacher in getting the students to tell what they know. Thus, the teacher can explore more information from the students rather than only giving it to them through elicitation technique.<sup>9</sup>

Regarding all the elaborations above, the researcher interested in conducting the study on the teachers' elicitation technique in teaching speaking skill. The researcher wants to know how the teacher at the ninth grade junior high school of C Class in SMP Sabilillah sampang implements elicitation technique to build interactions between teacher in English and students in order to improve the students' speaking skill. Therefore, the researcher wants to find out what types of elicitation technique used by the English teacher in teaching speaking skill at the ninth grade junior high school of SMP Sabilillah sampang.

## **B. Research Focus**

From these explanations of problem statement, the research question can be formulated as follow.

- 1. How do the English teacher use the types of elicitation question at the ninth grade junior high school of SMP Sabilillah Sampang?**

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<sup>8</sup> Farida Nova," An Analysis Of Elicitation Technique Used By The English Teacher In Teaching Speaking Skill," *Research In English And Education (READ)*, 4 no.3 (August 2019):130.

<sup>9</sup> Ibid.,130.

2. What are the types of elicitation question used by English teacher at the ninth grade junior high school of SMP Sabilillah Sampang?

### **C. Research Objective**

Research objective is statement of intent that specifies goals that the investigator plans to achieve in a research. Based on the research focus above, the purpose of this study was:

1. To know about how the English teacher use types of elicitation question at the ninth grade junior high school of SMP Sabilillah Sampang?
2. To look for the types of elicitation questions used by English teachers of English teaching-learning process English class at the ninth grade junior high school of SMP Sabilillah Sampang?

### **D. Research Significance**

The significances of the research presents the significant of the research in scientific or even in social significant. Scientific significant focus on the development of science while for social significant is used to improve the issue in the next period. This research was conducted to provide benefits to those who need it. Researcher expect to contribute theoretically and practically, while the benefits of this research are:

### **E. Theoretical significances**

The result of this study is expected to look for the types of elicitation questions used by English teachers of English teaching-learning process English class at the ninth grade junior high school of SMP Sabilillah Sampang and to know about how the English teacher use types of elicitation question at the ninth grade junior high school of SMP Sabilillah Sampang.

## 1. Practical significances

Practically, the result of this research is expected to be useful for:

### **a. For the Teacher**

Analyzing the elicitation techniques used by an English teacher in teaching speaking skills holds several practical significances:

#### 1) Effective Teaching Strategies

Understanding which elicitation techniques work effectively can significantly enhance a teacher's effectiveness in the classroom. By analyzing and identifying the most successful techniques, a teacher can refine their teaching strategies to better engage and educate students.

#### 2) Tailoring Teaching Methods

Through analysis, a teacher can recognize which techniques resonate best with their students and tailor their teaching methods accordingly. By doing so, they can adapt their strategies to better suit the needs and learning styles of their students, thus improving the overall quality of education.

#### 3) Enhanced Student Participation

An analysis of elicitation techniques can help increase student participation in the classroom. By identifying the techniques that most effectively encourage student involvement, a teacher can foster a more interactive learning environment, leading to improved speaking skills among students.

#### 4) Improved Communication Skills

By utilizing effective elicitation techniques, teachers can help students develop stronger communication skills. This improvement extends not only to the English language but also to other subjects and even real-life situations, providing a valuable life skill.

#### 5) Better Understanding of Student Needs



Analyzing the elicitation techniques used by an English teacher can provide valuable insights into the needs and preferences of students. By understanding which techniques are most successful, a teacher can better adapt their teaching methods to suit the learning styles and preferences of their students.

6) Increased Teacher Confidence

An analysis of elicitation techniques allows teachers to refine their skills, leading to increased confidence in their teaching abilities. Confidence is essential for effective teaching, and knowing which techniques work best can empower teachers to feel more assured in the classroom.

7) Professional Development

Engaging in the analysis of elicitation techniques is a form of professional development for teachers. It allows them to reflect on their teaching methods, continuously improve, and stay up-to-date with the latest educational strategies.

8) Improved Student Outcomes

Ultimately, the practical significance for the teacher lies in improving student outcomes. By using effective elicitation techniques, teachers can help students develop better speaking skills, leading to enhanced academic performance and better opportunities in the future.

By understanding the practical significance of analyzing elicitation techniques, teachers can refine their methods and make a more significant impact on the development of their students' speaking skills.

**b. For the Reader**

For readers, understanding elicitation questions is very important to improve speaking skills in English. Elicitation questions are prompts or questions designed to encourage learners to produce language, generate

ideas, or demonstrate their understanding. Elicitation questions serve as a valuable tool for encouraging active engagement, critical thinking, fluid development, and building confidence in an English learning environment. Understanding how to use and answer thought-provoking questions effectively is critical for educators and students who want to improve their speaking skills.

## **F. Definition of Key Terms**

This section describes terms that is used in this research, usually can convey it from the title, so there is a commonality interpretation, avoid ambiguity of meaning, multiple interpretation, comfort, and double meaning. The term that need to be clarified are term related to the main concept of the research.

The researcher provide an explanation of the terms, as follows:

1. Elicitation : Elicitation is the process of drawing out something, of showing a response.<sup>10</sup> In this research, elicitation means a chance for students to show their ideas, minds, and arguments by teacher's provoking.
2. Student interaction: Refers to the dynamic exchange and engagement between students within an educational setting. It encompasses various forms of communication, collaboration, and socialization among learners, both inside and outside the classroom. Student interaction can occur in diverse formats, including face-to-face discussions, group

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<sup>10</sup> Rick Rosenberg "Tools for Activating Materials and Tasks in the English Language Classrooms" English Teaching Forum. No.42009, 2009,1

activities, online forums, collaborative projects, and peer-to-peer feedback sessions.

3. SMP Sabilillah : Sabilillah is one of the schools that USES the case study curriculum, in which every problem occurs, so the foundation follows through with changing systems or methods of learning. This school is a school based on two student systems, regular and dormitory. This junior high school is indeed a private school but is no less competitive with other public junior high schools, equipped with extraordinary facilities that make students easy to learn and achieve achievements. In addition, the environment in the school which is in the middle of nature includes trees, fish ponds and rice fields making a beautiful atmosphere that makes learning activities run quietly with fresh air. Sabilillah Junior High School has a three story main building that functions as an Olympic class, laboratory and meeting hall. Not only that, under the building there is a guest waiting room in the form of a gazebo close to a flower garden. After passing through the center building, we can see the classrooms that form the letter "L" facing the main field that can be used to play basketball, futsal and ceremonies. If you stand facing south in the middle of the field, on the left side are nine dormitory classrooms and in front of us are regular classrooms with six

classrooms. While in the north stands the dormitory building that covers the northern part of the school which consists of sixteen spacious rooms. And in front of the room stands the main mosque owned by the Sabilillah Islamic boarding school foundation which is multifunctional as a place for various events to take place. In addition to having a complete building, my school also has a canteen that is large enough to accommodate a variety of snacks and snacks.

### **G. Previous Study**

The first previous study was conducted by Sasmita with her Bachelor Degree thesis entitled **“The English teachers’ skill in giving elicitation question the classroom at SMA pembangunan laboratorium UNP”**. This thesis discussed about elicitation techniques at SMA pembangunan laboratorium. Sasmita was a student of English teacher education of Padang University. She was looking for how the English teachers’ skill affect into teachers’ ability in giving elicitation. She was observing three teachers to get the data. It analyzes which skill that the English teachers used in giving elicitation. She used Quantitative data to this research and the findings of this research were the highest skills of giving elicitation question frequently used. It is proven by her interview of some teachers. Then she counted the result used by her quantitative, she labeled the subject and object research then counted to the formula. She suggested to the teachers to not use certain skills in giving elicitations. The differences of this present study and the previous study are

elaborated as follows. 1) the focus study: highest skills of giving elicitation question frequently used. 2) The Technique: the technique that the previous study used is Quantitative while the researcher will use Qualitative.<sup>11</sup>

The second study comes from Tlarina with her Bachelor Degree Thesis entitled **“Elicitation Technique Used by English teacher to Encourage Student’s talk, the case study at SMAN 3 Semarang”**. In her thesis she discussed types of elicitation that teacher’s used in her research site. She stated that the using of elicitation can be as a media to encourage students talk. She observed two language classes at her research samples. She analyzed why the elicitation can encourage students talk and how the ways to do it. She used quantitative method as her methodology research. The finding of the research was student’s talk is a valuable thing for teacher to know the level of understanding about the lessons. Student’s talk that she meant are questioning, answering, confirming, and presenting the lesson that the teacher delivered. The difference between previous study and the present study are elaborated as follows 1) The focus of the study: the previous study was trying to find the effectiveness of eliciting students to encourage student’s talk while the researcher is trying to find types of teacher’s elicitation used and how English teachers do that. 2) The technique: the technique of the previous research was using Quantitative while the researcher uses qualitative.<sup>12</sup>

The third study which belongs to Ma, in her research entitled **“The Skill of Teacher’s Questioning in English Class: International Education**

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<sup>11</sup> Sasmita, Delvita, Bachelor degree thesis: “The English teachers’ skill in giving elicitation question at SMA Laboratorium Padang” (Padang; State University of Padang, 2013)

<sup>12</sup> Yuli Tlarina. Bachelor Degree Thesis “ Elicitation Technique Used by English teacher to Encourage Student’s Talk, The case study at SMAN 3 Semarang”.( Semarang: Universitas Negeri Semarang, 2008)

**Studies**". The author discussed about the skills of questioning and the benefits of questioning at class, with some examples on the base of analyzing some basic knowledge of question. The findings of this research is as contribution to the English teachers, in this journal Ma tried to help teacher in giving question carefully by considering the specific situations, developing feasible and rationale question. She purposed to help teachers for finding the needs of educational country. The difference between the previous research and the present research are elaborated as follows 1) the focus of the study: the previous study focused on teacher skills for questioning by considering specific situations while the researcher analyzed elicitation question in education situation while the researcher focused on two discussions they are types of elicitation and English teacher's way to do it. 2) the technique: Survey designs was used in this research, she has done the survey about how teacher's ability for questioning to the students while the researcher uses Descriptive Qualitative in this research.<sup>13</sup>

The fourth research was finished by Mei Mei W and Liu entitled **"Intermediary's Information Seeking, Inquiry minds, and Elicitation Style"**. In this research, they identified the three types of inquiry minds during the search interviewing by looking to the conversational process. Deal with elicitation, the finding of this research is detected that empirical studies of user intermediary interaction is that elicitation regarding user's information problem are relatively low. It was proven by their regularly observation and counted to be quantitative formula. The methodology of this research is quantitative. The difference the previous study and the present study are elaborated as follows: 1)

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<sup>13</sup> Xiayuan Ma "The Skill of Teacher's Questioning in English Class". International Education Studies. Canadian Journal Vol. 1 No.4, November 2008

the focus study: the previous research identified how elicitations style are used in Inquiry minds. They analyses how elicitations styles influenced to Inquiry minds while the researcher focuses the varieties of elicitations and seeks the ways of teacher's elicitation question. 2) the technique: they considered that Quantitative is the appropriate methodology to collect and analysis the data.<sup>14</sup>

The fifth study belongs to Guo and Mangsheng entitled **“Elicitation Pedagogy: a method of second language teaching in China”**. Guo and Mangsheng found that the elicitation methods overcomes a problems of student's passiveness by placing students in a activeness, motivating atmosphere of achieving communicative competence and a firm understanding of the dynamics of discourse in speaking and listening to the English language. They chose descriptive qualitative as their methodology. They explained detail about each of elicitations to the student's response and impacts. The difference between the previous study and the present study are elaborated as follows: 1) the focus study: they considered that elicitation was a problem solver which was faced in china education, in this research they proposed the advantageous of elicitation in class while the researcher doesn't view the elicitation from the advantageous, it will view to the varieties of elicitation education. 2) the technique: the technique of this research was survey design which is conducted in china.<sup>15</sup>

In addition, the differences between five researches about elicitation and the present research are almost the previous research used quantitative as their

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<sup>14</sup> Wu Mei-Mei, Ying-Hsang “Intermediary's Information Seeking, Inquiry minds and Elicitation style.” *Journal of the American for Information science and technology*. Proquest Publication vol.54 no.13, October 2003

<sup>15</sup> Guo, Maosheng. “ Elicitation Pedagogy: A Method of Second Language Teaching in China” Proquest Publication, Vol.1 no.4, September 23, 2014

methods, three researches used quantitative methods as their methodology research, two others used qualitative with same designs, Xiayuan Ma and Guo. They chose survey designs in their research, while the researcher choose case study as design research. The mostly discussed of five researches were the effectiveness of eliciting to the students; how the result of eliciting in student's activeness in language learning process while the researcher analyze the types of elicitations and the ways to use this.