

**STIMULATING SENIOR HIGH SCHOOL STUDENTS'
SPEAKING SKILLS WITH DIFFERENT TYPES OF
ELICITATION TECHNIQUES**

A THESIS

Submitted to Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education



By:

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**ENGLISH EDUCATION DEPARTMENT
STUDY PROGRAM OF EDUCATION AND TEACHER TRAINING
UNIVERSITAS ISLAM NEGERI
K.H. ABDURRAHMAN WAHID PEKALONGAN
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2023**

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Demikian pernyataan ini saya buat dengan sebenar-benarnya.

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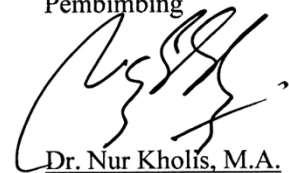
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Different Types of Elicitation Techniques

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan.

Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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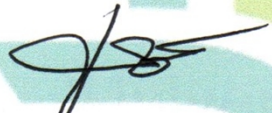
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MOTTO

إِنْ أَحْسَنْتُمْ أَحْسَنْتُمْ لِنَفْسِكُمْ وَإِنْ أَسَأْتُمْ فَلَهَا

“If you do good, you do good for your own souls. If you do evil, it is for them (in like manner).”

(Q.S Al-Israa’: 7)

"Part of growing up and moving into new chapters of your life is about catch and release."

(Taylor Swift)

ABSTRAK

Merangsang keterampilan berbicara siswa di kelas Bahasa Inggris, seorang guru dapat menggunakan beberapa teknik yang tepat. Salah satu tekniknya adalah elisitasi. Elisitasi adalah tindakan untuk mendapatkan respon linguistik baik verbal maupun nonverbal dari penutur lain. Studi ini mencoba untuk melaporkan jenis teknik elisitasi yang digunakan oleh guru EFL dan bagaimana siswa mempersepsikan teknik elisitasi guru. Data dikumpulkan melalui observasi dan wawancara. Subjek penelitian ini adalah seorang guru bahasa Inggris dan empat siswa. Dibingkai dalam analisis data yang diperkenalkan oleh Milen & Huberman (1994), hasil penelitian ini menemukan guru menggunakan 5 jenis teknik elisitasi, yaitu elicitation inform, confirm, agree, commit, and repeat. Elicitation inform ditemukan sebagai tipe yang paling merangsang keterampilan berbicara siswa. Selain itu, ada beberapa persepsi siswa tentang teknik elisitasi guru di kelas Bahasa Inggris, seperti dapat mempertahankan fokus siswa dan membantu dalam mempelajari cara mengandaikan informasi baru. Namun tidak serta merta mengakibatkan Student Talking Time (STT), salah satu siswa dapat mendominasi dalam menjawab pertanyaan elisitasi guru, dan siswa dapat menunjukkan keengganan.

Kata kunci:

EFL Classroom, Elisitasi, Keterampilan Berbicara Siswa, Teknik Elisitasi Guru

ABSTRACT

Stimulating students' speaking skills in the English classroom, a teacher might employ some appropriate techniques. One of the techniques is elicitation. Elicitation is an action to get a linguistic response whether it is verbal or non-verbal from another speaker. This study attempts to report the types of elicitation techniques used by the EFL teacher and how the students perceive the teacher's elicitation techniques. Data were collected through observation and interviews. The subject of this study was one English teacher and four students. Framed in a data analysis introduced by Milen & Huberman (1994), the results of this study discovered the teacher used five types of elicitation techniques. There are elicitation inform, confirm, agree, commit, and repeat. Elicit inform was found as the type that most stimulate students' speaking skills. Besides, there are some students' perceptions of the teacher's elicitation techniques in the English classroom, such as it could maintain students' focus and assist in learning how to presume new information. However, it did not necessarily result in Student Talking Time (STT), one student could dominate in responding to the teacher's elicitation questions, and students might show reluctance.

Keywords:

Elicitation, Teacher's elicitation techniques, English classroom, Students' speaking skill

PREFACE

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A handwritten signature in black ink, appearing to read 'Amy' with a stylized flourish at the end.

The Writer

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CHAPTER I

INTRODUCTION

1.1 Background

The teaching and learning process in the classroom involves student and teacher interactions. According to Brown (2000), interaction is the heart of communication. It is the exchange of thoughts, senses, or ideas collaboratively between two people or more so that there would be an inverse effect. Meanwhile, Johnson (1999) asserts that communication is a continuous process of sending and receiving signals that enable people to share their knowledge, attitudes, and abilities. When teachers and students interact, explicit communication is occurring (Miller, 1988). Communication can be done by written or oral communication. Brouillet (1981) states oral communication is the interaction with others through heard and spoken-messages which means it is the interactive nature of listening and speaking. In a classroom, the students should not only respond to the teacher's questions but also should be encouraged to participate in the teaching and learning process by starting to speak.

However, students have a restricted opportunity to speak in the classroom when they are not invited to participate in teacher-student interactions (Usman, et. al., 2018, Richard and Farrel, 2011). As a consequence, they tend to be silent and only listen to what the teacher says. It

is a kind of non-interactive speaking situation (Rao, 2019) and it makes the interaction in the classroom not interactive.

Four skills of English should be mastered, i.e. listening, speaking, reading, and writing. Among these basic skills, Ur (1996) states that speaking is the most important language skill for both communication and language learning, yet it is the most difficult skill for second language learners because they have to produce sentences at the moment when they speak (Rao, 2019). Moreover, Ur (1996) states some problems why it is difficult for students to speak because of some factors, such as they are afraid of making mistakes, shyness of being attention when they speak, could not think about what they want to say, and tend to use the mother-tongue because it is easier. Therefore, the teacher should have a technique to solve this problem since the most important key to creating an interactive language classroom is the initiation by the teacher (Brown, 2000).

Zulfiqar (2012) states that a technique is a way of learning that is carried out by teachers in the teaching and learning process to achieve optimal learning outcomes. Moreover, Brown (2000) states that the technique should fulfill students' needs, promote students' motivations, provide students' feedback appropriately, and offer students opportunities to initiate oral communication. In addition, the teacher needs to be aware of implementing a technique in classroom interaction. Before designing and applying a technique, teachers should ensure that the technique is appropriate

so that students could obey and understand the lesson conveniently (Sulastri, 2020).

Stimulating students' speaking skills in the English classroom, a teacher might employ some appropriate techniques. One of the techniques is elicitation. Elicitation is an action to get a linguistic response whether it is verbal or non-verbal from another speaker (Coulthard, 1992). In addition, Doff (1988) states that an elicitation is an act of asking students about their ideas and suggestions, obtaining them to explain the information that they have known, and promoting them to presume new information. Elicitation provides an opportunity for the teacher to examine what students know, partly know, and do not know (Yenti, 2022). Furthermore, Coulthard (1992) mentions that there are six types of elicitation techniques to improve classroom language, i.e. eliciting inform, eliciting confirm, eliciting agree, eliciting commit, eliciting repeat, and eliciting clarify.

According to Darn (2008), elicitation is a preferable technique to help promote students' involvement in classroom interaction, so the learning environment becomes active. In addition, Chittravelu (as in Usman, et. al., 2018) stated that the elicitation technique can also help students speak more fluently and offer a significant chance for language practice to elicit verbal responses. Moreover, Nisa (2021) stated that it can improve student-centered learning and boost students' involvement in the classroom. It provides students an opportunity to participate in the classroom which leads to an increase in student talking time and as well as reduces teacher talking time. It

also can support students' active participation in communication and their use of English to convey their ideas, feelings, and thoughts naturally and engagingly. Additionally, it assists students to overcome their shyness by encouraging them to speak up.

Several studies have conducted the use of teachers' elicitation techniques in EFL classrooms. Usman, et. al., (2018) revealed that the lecturers in the speaking class used six types of elicitations, i.e eliciting inform, eliciting confirm, eliciting agree, eliciting commit, eliciting repeat, and eliciting clarify. Husein (2019) stated that the use of elicitation techniques by EFL teachers in the English classroom activities promoted students' engagement in learning English. However, Nisa (2021) reported that EFL teachers had experienced several challenges in implementing elicitation techniques, such as it can be time-consuming, it did not necessarily result in more Student Talking Time (STT), and a student could dominate in responding to the teacher's elicitation questions.

Based on the consideration above, this study will focus on the types of elicitation techniques used by the teacher and how the students perceive the teacher's elicitation techniques in the English classroom.

1.2 Formulation of the Problems

This study provides two research questions:

1. What are the types of elicitation techniques used by the teacher in the English classroom?
2. How do the students perceive the teacher's elicitation techniques?

With this formulation, the researcher hopes to find out the types of elicitation techniques used by the teachers and how the students perceive the teacher's elicitation techniques in the English classroom in terms of the extent to which they stimulate speaking skills.

1.3 Operational Definitions

To avoid misunderstanding the terms in this study, the researcher provides some definitions related to the study as follows:

1. Elicitation

Elicitation is an action to get a linguistic response whether it is verbal or non-verbal from another speaker (Coulthard, 1992).

2. Teacher's elicitation technique

The teacher's elicitation technique is an act of asking students about their ideas and suggestions, obtaining them to explain the information that they have known, and encouraging them to presume new information (Doff, 1988).

3. Speaking Skill

Speaking as a language skill is considered an active or productive skill in which the learners have to show their talent by producing sentences (Rao, 2019).

1.4 Aims of the Study

This study aims to explore the types of elicitation techniques used by the teacher and how the students perceive the teacher's elicitation techniques in the English classroom.

1.5 Significances of the Study

1. Theoretical Use

This study will contribute to Coulthard's theory and support theories related to elicitation techniques, especially the different types of elicitation techniques in the English classroom to stimulate students' speaking skills.

2. Empirical Use

This study will give empirical insights into the types of elicitation techniques used by the teacher and how the students perceive the teacher's elicitation techniques in the English classrooms.

3. Practical Use

This study presents information for the readers about the types of elicitation techniques used by the teacher and how the students perceive the teacher's elicitation techniques in the English classrooms.

CHAPTER V

CONCLUSION

5.1 Summary of Findings

Based on research findings and discussion to answer the formulation of the problems that have been discovered in the previous chapter, the researcher found out that the types of elicitation techniques that were used by the English teacher in grade twelve at MAN Pematang consisted of 5 types of elicitation techniques. There are elicitation inform, confirm, agree, commit, and repeat. (1) Inform in this study referred to one of the types used to invite students to speak by giving information, opinions, or ideas. This is the type of elicitation technique that most stimulate students to speak English. (2) Confirm in this study referred to knowing how far students understand the material that was explained by the teacher and asking for students' assumptions about the material. (3) Agree in this study referred to inviting students' agreement with the teacher's assumption which is self-evidently true. (4) Commit in this study referred to the eliciting commitment from students to do something, not just giving a verbal response. (5) Repeat in this study referred to inviting students to repeat their responses from the preceding elicitation because the teacher did not hear them.

Then, the researcher found that there are some students' perceptions of the teacher's elicitation techniques in the English classroom, such as it can maintain students' focus when the teacher asks a question in English because they know that they could be called upon at any time to answer the question.

In addition, it can assist students to learn how to presume new information by relating the material that is being explained by the teacher and their ideas. However, it did not necessarily result in Students Talking Time (STT) because the English teacher gave more explanations than elicited students by asking questions. Moreover, one student could dominate in responding to the teacher's elicitation questions because not all students understand the question. Lastly, the students perceive that it might show reluctance because they were not confident, afraid of making mistakes, and being judged by others.

5.2 Recommendation

This study seems to have a number of limitations. Firstly, this study simply aimed to analyze the type of elicitation techniques used by the English teacher to stimulate students' speaking skills and how the students perceive the teacher's elicitation techniques. Secondly, as a research strategy, the researcher used a case study. Thirdly, participants in this study were restricted to EFL students in grade twelve.

Then, the researcher hopes that the result of the present study can be a beneficial source for future researchers who are interested to explore information about the types of elicitation techniques used by the English teacher and how the students perceive the teacher's elicitation techniques. It is suggested to other researchers who are interested in researching in the same field using different techniques and approaches. Future studies might continue to expand the scope of studies about this case, not only to stimulate speaking

skills but also in listening, writing, or reading to enrich the knowledge scopes elicitation.

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