



THE USE OF ELICITATION TECHNIQUE IN EFL CLASSROOM INTERACTION AT STKIP YDB LUBUK ALUNG

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Abstract: This research aimed to describe the most dominant types of elicitation technique used by English lecturers at STKIP YDB Lubuk Alung in EFL classroom interaction. This study used a descriptive research approach. The respondents consisted of four English lecturers. Based on the findings, it was found that all the English lecturers used various types of elicitation techniques, which were: asking questions (22.4%), asking questions combined with using pictures (20.1%), asking questions combined with using games/activities (19.7%), asking questions combined with using texts/dialogues (21.1%), and asking questions combined with using nonverbal language (16.7%). Therefore, the most dominant elicitation technique used was asking questions, while the least used was asking questions combined with using nonverbal language.

Keywords:

Elicitation technique, EFL classroom interaction

A. INTRODUCTION

The successful of teaching English as a foreign language depends mostly on the teachers' techniques to increase students' interaction in the classroom. English teachers should create the conducive atmosphere in the classroom interaction. To do this, teachers can use various techniques to be applied in EFL classroom, so that students can easily follow and understand the lesson given.

One of the techniques can be used to increase the interaction in the classroom is elicitation technique. This is used by English teachers to invite students' participation in the classroom. In other words, elicitation technique could be the strategies used by teachers to get learners to respond with typically elicitation asking (Walsh, 2011). Moreover, elicitation technique is important to help the teacher in participating based on the material and make the students active in the classroom. In the classroom teaching, elicitation technique which requests for students' verbal response is commonly employed by teachers in EFL class.

In the classroom activities, elicitation technique displays questions serve a range of functions, including: eliciting response, checking understanding, guiding learners towards a particular response, promoting involvement, and concept checking. Elicitation means asking student for their ideas and suggestions, getting them to contribute what they know already, and encouraging them to guess new words. Also, elicitation focuses on the students' attention and making them think, encourage the students to draw on what they already know or partly know, and give the teacher a chance to see what students know and what they do not know.

Furthermore, there are three functions of eliciting technique in building classroom interaction. Firstly, eliciting technique involves the class by focusing students' attention and making them think. It means, eliciting technique can set students' thinking and direct students' attention toward a topic has given. Secondly, eliciting technique stimulate the students to draw or assess what students already know and what they do not know. The last, eliciting technique give the teachers a change to see what students know and what they do not know (Saputri, 2015).

There are several types of elicitation. Mehan (1979) explains four different types of elicitation. They are choice elicitation, product elicitation, process elicitation and meta process elicitation. Choice elicitation calls upon to agree or disagree with a statement, product elicitation ask student to provide the factual respond such as name, place, date or color, process elicitation ask s for opinion or interpretation, and meta process elicitation asks the students to formulate the ground of their reasoning.

Elicitation technique was usually done by asking questions and combines it with several instruments, the types of elicitation technique was consisting five types, there were asking questions, asking questions combined with using picture, asking questions combined with using games/activity, asking questions combined

with using text/dialogues, and asking questions combined with using nonverbal language (Thuy, 2011).

The purposes of eliciting technique are to give the students a chance to participate in teaching learning process, especially in classroom interaction by letting them express their knowledge, to improve their language abilities by adding their background knowledge and to show students basic knowledge in the topic given (Sasmita et al., 2013).

B. RESEARCH METHOD

This research was a descriptive qualitative study. Descriptive qualitative research is the process of beginning data collection, also commonly called fieldwork. It means spending considerable time in the setting under study to collect data that will answer questions concerning the current status of the subject of the study (Gay, L. R., Mills, G. E., & Airasian, 2012).

The researcher analyzed the types of elicitation techniques used by English lecturers at STKIP YDB Lubuk Alung. The instruments used in this research were observation and a questionnaire. The respondent consisted of four English Lecturers at STKIP YDB Lubuk Alung.

C. FINDING AND DISCUSSION

These data findings are related to the types of elicitation technique used by English lecturers in EFL classroom interaction at STKIP YDB Lubuk Alung. The previous research showed that elicitation techniques significantly contributed to teaching learning process. It can create students centered learning.

Since elicitation is one of teachers' techniques in classroom turn-taking practices, it is needed to do observation about how these elicitations applied in the classroom interaction. Based on the consideration above, this research was conducted to describe the elicitation techniques in classroom turn-taking practices used by English teacher in EFL classroom. It is viewed not from the procedures but focus on the types of elicitation.

The types of elicitation technique are classified into five categories: asking questions, asking questions combined with using pictures, asking questions combined with using games/activities, asking questions combined with using texts/dialogues, and asking questions combined with using nonverbal language (Thuy, 2011). Elicitation technique is preferable method that help promote students' involvement in the lesson and develop learner-centered classroom.

The findings show that all five types of elicitation technique were used by the lecturers. The distribution of each type of elicitation technique used by the lecturers can be seen as follows:

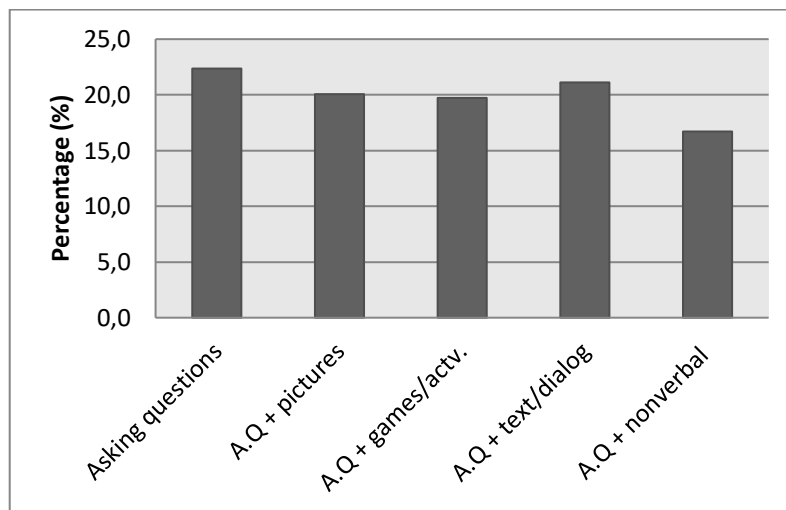


Fig 1: The graph of percentage types of Elicitation techniques

After using Sugiyono's theory to calculate the percentage of the types of elicitation techniques, the researcher found that the graph showed the percentages of all types were nearly equal. The percentages for each type were as follows: asking questions (22.4%), asking questions combined with using pictures (20.1%), asking questions combined with using games/activities (19.7%), asking questions combined with using texts/dialogues (21.1%), and asking questions combined with using nonverbal language (16.7%). This was supported by the observation, as shown in the following:

1. Asking questions

From the graph, asking questions has the highest percentage the percentage was 22.4%. All teachers used asking-questions technique in the teaching-learning process. Almost of them used it in all subjects. They conveyed of asking questions such as: *Who is absent today? Who can explain about the last material? Today, we will study about? Are you ready to study? Any questions about the study? Do you understand? Let's review what we have learned today!* etc.

2. Asking questions combined with using pictures

From the graph in fig. 1, asking questions combined with using pictures was 20.1%. Some English teachers used the picture in certain of the subject. For example, the used for asking questions combined with using pictures were: *Do you ever see and find that picture? Where? When? What do you see in the picture? Who can say all vocabulary of the pictures? Who can describe the picture? Anybody can explain the illustrated?* etc.

3. Asking questions combined with using games/activities

From the graph, it can show that asking questions combined with using games/activities was 19.7%. Some English lecturers used games or activities, but it has been rare. They said because the study had limited time. An example of what they said about this type of asking questions combined with using games/activities was: *Who can give the synonym about the vocabulary?* (game synonym), *Who can define the word in your card?* (game vocabulary Bingo), *Who can complete this vocabulary?* (game hangman), etc.

4. Asking questions combined with using text/dialogues

Based on the graph, it can show that asking questions combined with using text/dialogues was 21.1%. All of the English lecturers used these types to improve students' skills, on all skills that were reading, speaking, writing, and listening. The used of text and dialogues where the aim of the subject to increase students in learning English. The example of asking questions combined with using text/dialogues were: *What is the text about? Who can read the text? Anybody can do the dialogues in front of the class? Please look at your book! Then hear the audio that connected about the book! What is the story about the text? Who knows?* etc.

5. Asking questions combined with using nonverbal language

The graph showed that the percentage of asking questions combined with using nonverbal language was 16.7%. Some English lecturers used this type. They used it when a certain subject. The example of used asking questions combined with using nonverbal language was: (sitting on the chair) *What does ms Rini mean?* (in explaining simple present continues), (waving her hand) *What does she mean?* (in leaving leave-taking), (expression happy), *Who can explain about our material? Who can understand about I mean?* (in explaining like or dislike).

To summarize the results of this research, there were several types of elicitation technique used by the lecturers: asking questions, asking questions combined with using pictures, asking questions combined with using games/activities, asking questions combined with using texts/dialogues, and asking questions combined with using nonverbal language. Asking questions was the most commonly used technique by the teachers, while asking questions combined with using nonverbal language was rarely used. In eliciting information from students, the teachers used all types of elicitation techniques across different subjects.

Moreover, the students' responses to the technique were mostly simple answers, and students also predominantly used the Indonesian language rather than English when giving responses. The teacher always tried to use elicitation techniques to help students improve their English.

D. CONCLUSION

The researcher concludes that all types of elicitation techniques were used by the English lecturers. These included asking questions, asking questions combined with using pictures, asking questions combined with using games/activities, asking questions combined with using texts/dialogues, and asking questions combined with using nonverbal language.

Taking turn in classroom interaction is usually done by teacher in teaching English skills. Turn-taking, or the means by which the teachers and students take hold and relinquish the speaking floor, is fundamental to all both within and beyond IRE-based interaction (Poole 2010). English teacher should have conscious consideration how to manage the turn talking in classroom interaction. There are some perceptions about how the way turn-taking work in classroom interaction. All can give the description about the series of activities that had been used in practicing turn- taking in classroom interaction.

Additionally, it is suggested to English lecturers to widen their knowledge and skill in making preparation and delivering question to students. Various techniques of elicitation other than questions like body language, gap-sentence, strategic pausing should also be utilized to elicit students' talk.

Finally, the implementation of elicitation techniques at STKIP YDB Lubuk Alung was very effective, and the most dominant type of elicitation technique used by the lecturers was asking questions (22.4%).

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