CHAPTER I

INTRODUCTION

A. Background of the Study

Classroom interaction refers to the interaction between teacher and learners in the classroom. Interaction is very important in the classroom. According to Brown (2001), interaction is at the heart of communicative competence. It is because to achieve communicative competence, the interaction must be carried out actively in the classroom. Classroom interaction is a term in taking action in the teaching and learning process in which there is a relationship between students and teachers to achieve a goal. It is in line with Malamah-Thomas in Nguyen (2017) states that classroom interaction is a two-way process which involves acting reciprocally or acting upon each other of the participants in the classroom to make communication take place for specific purpose of learning

In classroom interaction, all the classroom events are included, both verbal interaction and non-verbal interaction. Meng in Rohmah (2017) states that teachers should include both verbal and non-verbal languages. Verbal interaction covers written interaction and oral interaction. Meanwhile, non-verbal interaction refers to behavioral responses in classroom without using words such as head-nodding, hand-raising, and so on. Moreover, successful interaction may promote

involvement between teacher and student or among students, enhance learning, and motivate students.

The teacher has an important role in the class as a model for students. As stated by Marbun (2017) that in relation to classroom interaction, teachers play important roles as language input providers and language models to be imitated by the students in teaching and learning classroom. Therefore, teacher's talk should be clear and intelligible, which should contain no errors. Cotton (2010) says that the content of the questions and the manner in which teachers ask them determines whether or not they are effective. If the teacher does not give questions to students correctly and clearly, then this will affect students. Students will not know how to respond and may answer the questions incorrectly. Thus, their feelings of failure may cause them to be more hesitant to participate in class. Therefore, simple and appropriate language must be used by teachers in obtaining information from students.

In classroom interaction, teachers need to constantly engage and stimulate the students to be actively involved in classroom interaction. It is because, Brown (2001) states that interaction cannot be produced easily and naturally without some initiatives or efforts from teachers. Furthermore, the stimulus from teachers in the beginning of classroom interaction is very crucial to build interactive language classroom so students can actively participate in the class until the end of the learning activity.

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 techniques. Analido (2015) states that elicitation technique is a technique used by a teacher to elicit students' responds and to stımulate students to talk in the classroom. Sinclair and Coulthard (1975) add that an elicitation is an act the function of which is to request a linguistic response, although the response may be a non-verbal surrogate such as a nod or raised hand. 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. Furthermore, According to Darn in Sasmita (2013) elicitation is preferable method that helps promote students involvement in the lesson. So that it can be explained that elicitation gives students the opportunity to participate in classroom, as a result it increases students talking time.

Based on observation in SMKN 13 Medan during teaching and learning process of English classroom, researchers found that students have limited opportunities to speak in class where they are not invited to engage in teacher-student interaction. As a result, they tend to be quiet and listen to most teacher talks conducted by the teacher in the class. Because of this, students cannot practice interacting skills in English. Finally, the classroom interaction becomes monotonous and it was dominated by the

teacher, whereas in English learning, students must be able to be active in the classroom.

Based on the problems of using elicitation techniques by the teacher in the classroom interaction above, it is considered to analyze the elicitation occur to the teacher into the classrooom. This study deals with "Teachers' Elicitation Techniques in English Classroom Interaction at SMK Negeri 13 Medan".

B. The Problems of the Study

In line with the problems mentioned above, this study is intended to discover the problems of the study are formulated in questions as follows:

1. What subcategories of elicitation techniques are used by the teacher in English classroom interaction at SMK Negeri 13 Medan?
2. What are the reasons which affect the use of elicitation techniques by the teacher in English classroom interaction at SMK Negeri 13 Medan?

C. The Objectives of the Study

In line with the problems mentioned above, this study is intended:

1. To identify the subcategories of elicitation techniques used by the teacher in English classroom interaction at SMKN 13 Medan.

2. To find out the reasons which affect the use of elicitation techniques by the teacher in English classroom interaction at SMK Negeri 13 Medan?

D. The Scopes of the Study

Classroom interaction consist of teacher's talk and student's talk. This study will be focused on teacher's talk, because elicitation techniques will be applied by teacher in teaching English.

E. The Significances of the Study

The findings of this study, expected to be useful for teachers and students on their attempts to improve the language teaching and learning process in the classroom :

1. Theoretically, it will be useful to provide beneficial information about the teachers' elicitation technique in English classroom interaction.
2. Practically, the findings will be useful:
   a. For the students

   This research is expected to provide a lot of information about elicitation techniques to students to increase their knowledge of techniques that can be used in teaching.

b. For the lecturers

This research is expected to provide additional information for lecturers as advisors for students who conduct research on elicitation techniques.

c. For the other researcher

This research is expected to be a reference for those who want to conduct a research about elicitation techniques.

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