CHAPTER I

INTRODUCTION

A. The Background of the Study

Classroom interaction takes an important place in the process of language teaching and learning through giving learners opportunities to receive the input that is provided by the teacher, material that must be understood by the learners to make them involved in the classroom task by providing the output. Therefore, the teacher needs to be aware of what extent their classroom practices facilitate language learning in reality. The use of language in a classroom has a great important role in the teaching and learning process. Teachers use language not only for sending a message or delivering what in their thought but also for organizing teaching activities, helping students practice, implementing teaching plans, and interacting with their students that make the learning and teaching process to be effective. It has been widely recognized that classroom interaction is important to a foreign language since it provides opportunities for learners to practice their language skills, develop knowledge and interact with others.

Classroom interaction refers to the mutual action among two or more objects that occurs when they are participating in the teaching and learning process in a classroom. Tsui (1995:6) states that classroom interaction is a cooperative effort among participants in which each participant contributes in determining the direction and outcome of the interaction. At this point, the quality and quantity of teacher-student interaction is the most important thing which fundamentally influences the effectiveness and outcome of a teaching-learning

process in a classroom. Therefore, interaction is needed in the teaching and learning process because they are expected to give a response between the teacher and students in the class directly. The teacher does something to the students: students do something in return. As the result, the students learn. If this interpersonal relationship is good, it is assumed that learning will occur. On the other hand, if it is bad, the process of learning will not occur.

In English classroom interaction, the teacher helps the students to develop these four skills, especially in Speaking. Speaking is a primary skill for language learning and it indicates students' success in acquiring a new language. As Goh & Burns (2012) stated, the mastery of speaking in English is a priority for second language learners. Their success in language learning is often evaluated based on how good their spoken language proficiency is. Having adequate skill in speaking which can be developed through day-to-day classroom interaction is very important.

Classroom Interaction and speaking have an important relationship because when the teacher does the teaching-learning process immediately the classroom interaction are realized as the way they are. To develop students' speaking skills, the teacher should provide an effective and supportive technique in the classroom. The teacher may employ some appropriate techniques. Walsh (2006, p.8) argues elicitation is one of the classroom interactions that typify much of the interaction that takes place in the classroom and is prevalent in all of the world Tsui(1995, p.81) identified six subcategories of Elicitation. Darn (2010) emphasize that elicitation can be done effectively by following some suggestion

these are ; (1) Don't ask students to repeat the incorrect answer but ask different students to repeat the correct one. This helps them remember. (2) Give feedback for each answer with comments or gestures because it can encourage and motivate them to learn. (3) Eliciting is designed to find out what students have already known. So they should be provided with sufficient context and information. (4) use a more guided question to lead students to an expected response.

Chavez (2000) reveals that different gender of teachers have different characteristics classes for example female teachers were more supportive, interactive, and patient with their students than male teachers. More referential question, more compliments, and fewer directive forms used by the female teachers. Female teachers were described as communicative facilitators and perhaps more tolerant of first language use. Female teachers were also described as too forceful in choosing topics and asking too many questions primarily with the intent to smooth and perpetuate the conversational flow. Meanwhile, the general characteristics of a class taught by a male teacher were faster-paced, sudden topic shifts, and shorter but more frequent student turns.

To undergo the research, a researcher gathers the data from female teachers of SMPN3 Kisaran. The researcher took several dialogues from male and female teachers as follows,

Male Teacher:

Teacher (T)   : *Coba lihat dua manusia didepan ini, apa saja yang bisa*

dibandingkan?

(Look at the two people in front of the class, what are could

be compared?)

Students (St)   : *Rafli lebih besar dari Uma.*

(Rafli is big than Uma)

T   : *Rafli is bigger than Uma.*

(*Rafli lebih besar dari Uma.*)

From the dialogue above, the teacher didn't use effective elicitation. One effective elicitation emphasizes by Darn (2010) is to give feedback for each answer with comments or gestures because it can encourage and motivate them to learn. The teacher didn't give feedback when the students answer the teacher's question. When the teacher asked the students about a comparison between both of the students in English, the students answer it in Bahasa.

And Female teacher as follows :

Teacher (T)   : Nadia, please translate to Indonesia our goals today

(*Nadia, tolong artikan ke bahasa Indonesia tujuan pembelajaran*

Kita hari ini)

Students (SS) : *Untuk mengidentifikasi fungsisosial dan...*

(To identify the social function)

T   : *Coba ulangi?*

(Could you repeat?)

S   : ....

T   : *Passive voice.*

(Passive voice)

From the dialogue above, the female teacher didn't use elicitation effectively when teaching in the classroom because the teacher asked the students to repeat the incorrect answer. One of the effective elicitation arguments by Darn (2010) does not ask students to repeat the correct answer, but ask different students to repeat the correct one. It means that the teaching-learning process is not interactive and it is opposite to Chavez's theory (2000) that female teachers were more interactive, supportive, and patient with their students.

This study of elicitation analysis is based on teacher's gender-focused on male and female teachers in classroom interaction. It is supported by the theory of Chavez (2000) which states that different gender has classes with different characteristics. Female teachers were more interactive, supportive, and patient with their students than male teachers. They asked more referential questions, gave more compliments, and used fewer directive forms. For example, the general characteristics of a class taught by a male teacher were faster-paced, much (excessive) teacher floor time, sudden topic shifts, and shorter but more frequent student turns.

Usman, Ayouni, Samad, and Fitriani (2018) indicates that this study revealed six types of elicitations; elicit: inform, elicit: confirm, elicit: agree, elicit: commit; elicit: repeat, elicit: clarify and also found that lecturers frequently used elicitation to invite students speaking skill and this study revealed six types. Mandasari, Syarif, Refnaldi (2019) student responses to elicitation techniques used by the teachers are dominated by simply or short answers and it can be

concluded that teachers tend to use the same elicitation techniques at each meeting so that the process of interaction in the classroom is still dominated by the teacher.

Therefore, this study is primarily intended to identify the types of elicitation frequently used by male and female teachers in English classroom interaction especially in SMPN 3 Kisaran. The researcher wants to know the characteristics used by male and female teachers in the classroom through elicitation.

B. The Problems of the Study

Based on the description of the background of the study stated above, the problems of the study are formulated as follow:

1. What types of elicitation are frequently used by a male and female teacher in English classroom interaction?

2. How does elicitation used by a male and female teacher in English classroom interaction?

C. The Objectives of the Study

Based on the study problems study above, the objectives of the study are:

1. To explain the types of elicitation frequently used by male and female teachers in English classroom interaction.

2. To analyze how elicitation is used by a male and female teacher in English classroom interaction.

D. The Scope of the Study

To the research expected goal, the writer limits the problem on the following terms:

This study applies the classification of elicitation as proposed by Tsui (1995), effectively elicitation by Darn (2010), and apply Chavez's theory (2000) to support the characteristics based on teacher's gender. However, the researcher limits the research between the Male and Female teachers who teach the same topic in the Seventh Grade and all of the Nineth Grade students which are the class of 9.1 until 9.6 of SMP Negeri 3 Kisaran.

E. The Significances of the Study

The researcher expected the results of this research to provide contributions to language teaching and learning, both theoretically and practically:

1. Theoretically for other researchers who are interested in getting prior information about types of elicitation in classroom interaction.

2. Practically, the findings are useful for:

   a. English teachers who want to get much information related to their activities in the classroom to improve the quality of good teaching in speaking skill

   b. Students, to improve their way of language learning in the classroom especially in speaking skills.