

CHAPTER I

INTRODUCTION

A. Background of The Study

Nowadays, it is difficult for teachers to use only traditional teaching methods or techniques to succeed in teaching and learning. According to Frimpong (1990) teaching is characterized as a process where educators convey their knowledge, skills, attitudes, and values to learners with the intention of influencing behavior. This description suggests that teaching encompasses not only the transmission of information from teachers to learners but also how learners engage with and utilize that information. It underscores the importance of educators employing suitable techniques throughout the teaching and learning process.

Concerning this, the teaching and learning process can be successfully led by good academic qualifications and the competence of teachers. Standard of Academic Qualification and Teacher Competence No. 16/2007, 4 May 2007 teachers are required to possess a minimum of a Diploma-IV or an S1 degree from a recognized educational institution. Furthermore, they must demonstrate proficiency in four essential areas: pedagogy, personal qualities, social interaction, and professional expertise.

With interaction in class, students can practice speaking by responding to what the teacher conveys to them. In other words, in this interaction, the students are also expected to participate actively in learning English because if the quality

of teacher-student interaction is realized, it will affect student achievement in communicating in English. Teachers are the key to improving the quality of human resources in the movement to improve education. According to (Ariatna, 2013) achieve the learning standards for every student, teachers should endeavor to enhance the quality of their performance. No matter how good an education system is, the teacher still becomes the mediator, translator, and executor of the ideal educational concept. The teaching and learning process must follow the students' conditions and be facilitated by innovative teaching techniques. A teacher uses technique or procedures to get learners actively involved in classroom interaction. Active learning involves students interacting with the material, actively participating in class, and collaborating. According to Philp (2016), "Engagement" is a term commonly used to refer to the broader concept of learners' interest and involvement in an activity.

One of the techniques typically employed by English teachers to enhance student engagement is the elicitation technique. According to Doff (1988), elicitation is mainly done by merely asking questions or using other tools. In other words, the teacher uses the elicitation technique during the lesson to get information about what students already know and need to know. On the other hand, according to Walsh (2002) Elicitation techniques is used by a teacher to get learners' responses. However, after observing an English class at a junior high school, specifically SMP Negeri 2 Pancur Batu, the researcher identified a different phenomenon in that class. The researcher found that the students tended to remain silent and passive in their responses to questions.

This is in accordance with what the researcher found in PLP 1 and PLP 2 (Introduction to Schooling Field) at SMP Negeri 2 Pancur Batu. The researcher found several problems that made the interaction between teachers and students could have gone better. First, the students need more confidence in using English, so the interaction that occurs could be much higher. Apart from that, the teacher is also one of the factors that causes very little interaction in the classroom. Many class activities do not involve much student interaction, so students have little opportunity to practice their English orally.

Many studies have been conducted on how teachers use elicitation techniques. For example, Sri (2020), in her research, revealed that elicitation can increase interaction in the classroom by asking questions using pictures. Suriani (2020) states that elicitation can affect students' speaking skills. According to Mandasari (2019) states that elicitation can improve student responses in class. According to Sesmiyanti and Analido's (2015) result study shows that teachers used elicitation techniques to get information, confirmation, agreement, commitment, repetition, and clarification.

This research is different from previous studies. Three main differences can be seen, such as the location, the subject and the theoretical basis. The location of this study is different from the previous ones, which means different locations will certainly provide different characteristics. This study will use Junior High School as its subject and the theory of Doffs (1998). Meanwhile, most previous studies used college students as their subjects and used the theory of Tsui (1995) as its

theoretical basis. In this study, the researcher was analyzed how interactions in the classroom using eliciting techniques.

By this condition, the researcher is interested in conducting a study about teachers' elicitation to determine whether this technique can improve students' engagement in the class. The eliciting technique can get students more involved during the lesson by making classroom interaction active. Students will also likely describe something based on their experiences or knowledge. Therefore, the title of the research is A Teacher's Practice of Eliciting Techniques in Teaching Descriptive Texts for 8th Grade Students at SMPN 2 Pancur Batu.

B. The Problems of The Study

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

1. What types of eliciting techniques are used by an English teacher in teaching English at SMP Negeri 2 Pancur Batu?
2. How does the teacher apply the eliciting techniques in teaching English at SMP Negeri 2 Pancur Batu?
3. Why does the teacher used eliciting techniques in teaching English at SMP Negeri 2 Pancur Batu?

C. The Objectives of The Study

In relation to the problem statements above, the research objective is as follows:

1. To investigate the types of eliciting techniques in learning English in the classroom at SMP Negeri 2 Pancur Batu.
2. To analyze how the eliciting techniques are applied by the English teacher at SMP Negeri 2 Pancur Batu.
3. To analyze the reasons why the teacher used eliciting techniques in the classroom at SMP Negeri 2 Pancur Batu.

D. The Scope of The Study

The researcher has defined the scope of the study. The focus of the study is solely on discussing eliciting techniques employed by English teacher in descriptive texts and on analyzing how the teacher implement these eliciting techniques during the teaching and learning process in the classroom.

E. The Significance of The Study

The findings of this research are expected to be useful in the following ways:

1. For the researcher, this study serves as a valuable contribution and an additional reference for conducting related studies, especially on eliciting techniques in classroom interaction.
2. For students interested in learning about eliciting techniques, this study is expected to be a significant source of study.
3. For the readers, this study enriches their knowledge and understanding of eliciting techniques in classroom interaction.