

CHAPTER I

INTRODUCTION

1.1 The Background of the Study

Dagarin (2004) said that classroom interaction is an interaction between teacher and students in the classroom where they can create interaction each other. The important thing of the effectiveness and outcome the teaching learning process in a classroom is the quality and quantity of teacher-students interaction. It means that it needed in the learning and teaching process because it is expected to give a response between teachers and students in classroom.

In English classroom interaction, the teacher helps the students to develop there four skills especially in speaking skill. As Goh & Burns (2012) stated that a priority for second language learners in English is the mastery of speaking skill. Fulcher (2003) defined speaking as the verbal use of language to communicate with others. It means that a productive oral skill usually performed by two or more people. Chaney (2002) stated that speaking is a process of interaction between two or more people by developing and sharing ideas through the use of verbal and non-verbal symbols, in various contexts. It means that students have to express their opinions, feelings, and ideas correctly in order that every single person can understand the message. That is why speaking skill must be mastered by the students. But many students get problems in speaking English, especially junior high school students who start to study English subject. The problems are they feel shy to speak in front of their friends and afraid of making mistakes.

As a result, they keep silent during the learning process. The teacher should design an activity that can enable the students to participate in the classroom actively. One of the ways to get the students to participate is using elicitation technique in classroom.

Classroom interaction and speaking have an important relation because when the teacher does the teaching learning process immediately the classroom interaction is realized as the way they are. The teachers have to provide an effective and supportive technique in the classroom which is to develop students speaking skill. Walsh (2006) argued that elicitation technique is one of the classroom interactions that typify much of the interaction that takes place in the classroom and is prevalence in all of the word. Richards and Schmidt (2010) stated that elicitation technique is designed to get a person to actively produce speech or writing, for example asking someone to describe a picture, tell a story, or finish an incomplete sentence. Usman (2018) argued that the use of elicitation in speaking class is aimed at motivating the students to speak and train their use of vocabulary, grammar, pronunciation and fluency. From the definition above, by using elicitation technique the teacher stimulus the students to attack them being active in teaching-learning process. In other words, elicitation technique is considered as tools that the teacher must use to stimulate and make their students to speak with the class.

Eckert and Mc. Connell (2003) found that many studies show significant differences in the verbal behaviour of male and female. The different from females in terms of aptitude, skill, and also language in teaching. Warren and

Walsh (2002) stated that gender of the teacher affects the classroom environment. Chavez (2000) stated that teachers of different gender have classes with different characteristics. The female teachers were more interactive, supportive, and patient with their students than male teachers. For male teachers, they were more frequent students turn, paced, much (excessive) teacher floor time, sudden topic shifts and shorter. Besides, male and female also show their differences in behaviour.

In teaching English, male and female teachers also face some problems at classroom interaction as a place for communication between teacher and students. One of the main problems of teaching English, which is faced by the teachers, is the existence of unresponsive students. They prefer to become passive rather than to participate in learning process actively.

In order to undergo the research, researcher gathers the data from male and female teachers of SMP Negeri 35 Medan. The researcher took several dialogues from male and female teachers as follows:

Male Teacher:

Teacher: (T)

Student: (S)

T: *Sesuai dengan judul bab ini "It's a beautiful day" apa artinya?* → (elicitation for information)

(Based on the title of this chapter "It's a beautiful day" what it means?)

S: *Hari yang indah.* → (response)

(It's a beautiful day)

T: *Okay, anak-anak coba perhatikan disini ada siswa di taman sepertinya mereka sedang melakukan percakapan ya. Apa yang mereka bicarakan?* → (elicitation for information)

(Okay, students, take a look here, there are students in the park, it looks like they're having a conversation. What are they talking about?)

S: (silent) → (no response)

T: This park is shady and the flowers are colourful, I like this park. *Itu kata siapa?* → (elicitation for information)

(This park is shady and the flowers are colorful, I like this park. Who said that?)

S: *Siti.* → (response)

T: Good, *artinya, taman ini rindang dan bunga-bunganya berwarna warni. Saya suka taman ini. Itu kata Siti. Lalu di sambung sama Si Lina* "I do too. This is a wonderful park." *Artinya saya juga, ini taman yang mengangumkan. Kemudian Edo,* "Look! There are butterflies. *Artinya, liat! Itu kupu kupu. Disambung sama si Dayo* "They are pretty." *Artinya mereka cantik. Siapa yang cantik?* → (elicit: inform)

(Good, it means that the park is shady and the flowers are colourful. I love this park. That's what Siti said. Then continued with Si Lina "I do too. This is a wonderful park." It means that "I do too. This is a wonderful park". Then Edo, "Look! There are butterflies. It means, "Look! There are butterflies". Continued with Dayo "They are pretty." It means "They are pretty". Who is beautiful?)

S: (silent) → (no response)

T: Butterflies. Okay, *Udin yang terakhir,* "I like study here". *Artinya saya suka belajar disini.* "The weather is nice" *artinya cuacanya bagus* and "It is a beautiful day" *atau ini sebuah hari yang indah. Yang pertama tadi apa anak-anak? Apa benda yang ditujukan oleh Siti?* → (elicit: inform)

(Butterflies. Okay, Udin is the last one, "I like to study here". It means "I like to study here". "The weather is nice" means "The weather is nice" and "It is a beautiful day" or "It is a beautiful day". What was the first ones, students? What is Siti's point of view?)

S: Park → (response)

Based on the dialogue above, the male teacher implemented one type of elicitation techniques, namely elicitation for information. Sinclair and Coulthard (1992) classified elicitation technique into six types, such as elicitation for information, elicitation for confirmation, elicitation for agreement, elicitation for

commitment, elicitation for repetition, and elicitation for clarification. Male teacher didn't invite to engage in teacher-student interaction effectively. Male teacher answered the question himself so that student have limited opportunities to response or speak in the process of learning speaking skills. As a result, they tend to be quiet and listen to most teacher talks conducted by the teacher in the class and students cannot practice interacting speaking skills in English effectively.

And female teacher as follows:

Teacher: (T)

Student: (S)

T: Okay, now we would learn about the name of days. *Hari dalam seminggu ada seven days ya kalau hari minggu itu Sunday lalu hari senin is Monday. Selasa is Tuesday. Hari rabu is Wednesday. Kalau Kamis is Thursday, right?* → (elicit for agreement)

(Okay, now we would learn about the name of days. There are seven days in a week, if *Senin* is Sunday then *Minggu* is Monday. *Selasa* is Tuesday. *Hari rabu* is Wednesday. Kalau *Kamis* is Thursday, right?)

S: Yes Mam. → (response)

T: Then *hari jum'at* is Friday, *sabtu* is Saturday dan *minggu* is Sunday. *Jadi dalam satu minggu ada 7 hari ya, right?* → (elicitation for agreement)

(Then *Jum'at* is Friday, *Sabtu* is Saturday and *Minggu* is Sunday. So, in a week, there are 7 days, right?)

S: Yes Mam. → (response)

T: *Kemudian ada before and after. After itu setelah. Kalau before itu sebelum, right?* → (elicitation for agreement)

(Then there is the before and after. After is *setelah*. If before is *sebelum*, right?)

S: Yes Mam. → (response)

Based on the dialogue above, the female teacher implemented one type of elicitation techniques, namely elicitation for agreement. Sinclair and Coulthard

(1992) classifies elicitation technique into six types, such as elicitation for information, elicitation for confirmation, elicitation for agreement, elicitation for commitment, elicitation for repetition, and elicitation for clarification. The classroom interaction of female teacher become monotonous and the teacher-center because student listen to most teacher talks and students cannot practice interacting speaking skills in English effectively, whereas in learning language students must be able to be active in the classroom.

Also, researcher found that male and female teachers taught by using elicitation technique in teaching speaking. Meece (1987) said that male teachers tend to be more authoritative and instrumental whereas female teachers tend to be more supportive and expressive. Lakoff (1975) stated that characteristic of female teacher class is to ask many questions, male teacher does not. But in the fact, male teacher more often asks a question than female teacher.

This study elicitation and the reason of using elicitation technique based on teacher's gender in teaching speaking skill. It supported by theory of Chavez (2000) stated that different gender has classes with different characteristics. The female teacher is more interactive, supportive and patient with students. Male teacher is more referential questions, gave more compliments and used less directive form.

Nova (2019) revealed six types of elicitations; elicit: inform, elicit: confirm, elicit: agree, elicit: commit, elicit: repeat and elicit: clarify and also found that lecturers frequently used elicitation to invite students speaking skill and this study revealed six types. Marbun (2017) indicated the reasons of having

teachers' elicitation was know students experience or background knowledge about the new topic and then to help them in memorize the new terms in English question. Ayouni (2019) indicated that the elicitation describes lecturers' effort to make students speak in speaking class by rephrasing the question, moving to another student, and giving clues. Thus, it opens more opportunities for them to use and practice their English speaking.

Therefore, this study is primarily intended to identify the types of elicitation and the reason for using the elicitation technique by male and female teachers in teaching speaking skill at SMP Negeri 35 Medan through the process of classroom interaction.

1.2 The Problems of the Study

The problems formulated as follow:

1. What types of male and female teachers' elicitation technique are used in teaching speaking skill?
2. What are the reasons for male and female teachers used the elicitation techniques in teaching speaking skill?

1.3 The Objectives of the Study

In relation to the problem statements above, the objectives of the research are:

1. To analyse the types of male and female teachers' elicitation technique are used in teaching speaking skill.
2. To explain the reasons for male and female teachers used the elicitation techniques in teaching speaking skill.

1.4 The Scope of the Study

This study attempted to be described by using of Sinclair and Coulthard theory as a theory of teachers' elicitation types categorization and Shanjida Halim and Tanzina Halim as theory to supported the reasons for teachers used the elicitation techniques in teaching speaking skill based on teacher's gender. This study focused on English teachers while teaching a descriptive text to the seventh-grade student at SMP Negeri 35 Medan.

1.5 The Significances of the Study

The findings of this research are expected to provide information which may have theoretical as well as practical value for teachers.

1. Theoretically, by conducting this research, the researcher hopes this research finding later are expected to be useful for the enrichment for the addition of some new theories and information about elicitation technique in teaching speaking skill are used by male and female teachers.
2. Practically.
 - a. For teachers, it could be an additional reference to assess and improve in leading classroom by using the elicitation techniques in teaching speaking skill
 - b. For students, it helps them to know how interactive their English learning process in the classroom, and improve students' speaking skill to be higher level.