CHAPTER I

INTRODUCTION

1.1 Background of the Study

Nowadays, it is difficult for teachers just only using traditional teaching methods or techniques to achieve success in teaching and learning process. Frimpong (1990:10) stated that teaching as the process whereby a teacher imparts knowledge, skills, attitudes and value to a learner changing the behavior. From this definition, it can say that teaching involves not only how information gets from the teacher to the learner but also how the learner uses an interacts with. Teacher have to apply an appropriate technique during teaching and learning process.

In relation to this, teaching and learning process can be successfully leads by a good academic qualification and competence of teachers. Standard of Academic Qualification and Teacher Competence No. 16/2007, 4 May 2007 stated that teachers must hold at least a Diploma-IV or an S1 degree certificate from a formal education institution, and also have four main competences: Pedagogy, personality, social-interaction and academy (professional). Teachers are the key to improving the quality of human resources in the movement to improve education better. No matter how good the education system is, it is still the teacher who becomes the mediator, translator, until the executor in the concept of an ideal education. Teaching and learning process should be suitable with the students' condition and facilitated by an innovative teaching method or technique.

Techniques or procedures which a teacher uses to get learners actively produce speech or writing. Active learning means students engage with the material, participate in the class and collaborate with each other. Philp (2016:4) Engagement is the term frequently employed to talk broadly about learners' interest and participation in an activity.

One of the techniques usually used by English teachers to assist students' engagement is elicitation technique. The term *"elicitation"* is firstly introduced by Sinclair and Coulthard in 1975 to describe utterance which requests for verbal response in the classroom by Ramiro (2002:407). As suggested by Doff (1988) elicitation is mainly done by asking questions merely or asking questions combining with some other tools. In other words, elicitation technique used by teacher during the lesson to get information about what students already know and need to know. In the other side, the theory from Walsh (2002:130) Elicitation techniques as a technique used by a teacher to get learners' respond. Meanwhile, Richards & Schmidt (2010:400) Elicitation Technique that 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. Other explanation, According to Scrivener (2012:407), eliciting is a technique of drawing information from students, generally by asking questions, instead of using teacher explanation. It leads to greater involvement, encourages thinking, and pushes students to self-discoveries.

Based on the theory above, and after doing an observation in one English class at Senior high school in Medan, different phenomenon found from the class. The researcher found in responding questions, the students was remained to be silent and passive. The following preliminary data taken during teaching learning process from the teacher and students by using the Elicitation technique:

Teacher: Good morning class. How are you?
Students: Well miss. Thank you

Teacher: Do you know this picture?
Student 1: Yes, Miss
Student 2: Malin kundang Miss
Student 3: (silent, while opened her book)
Other students: (silent and talking with their friend)
*Teacher: **What do you think about malin kundang story**?*
*Student 1: **Batu miss***

The data show that when teacher asked the students to figure out the picture by giving the question ***Do you know this picture?*** Then, only one student giving a response the other students just silent and doing other activities. Actually, the teacher should invite the students first to see the picture and attract their attention. Then, ask things related to the picture for stimulate them to start learning in the class. Furthermore, the teacher asked again, "***What do you think about Malin***

Kundangs' story?" one of the students answer **"batu miss".** In the light of this answer, and compared with the theory that elicitation is a technique of drawing information from students, generally by asking questions (Scrivener:2012). A student doesn't give an information to the teacher and other students. The answer doesn't contain a clear meaning and cannot explain the Malin kundang's story.

From the preliminary data above, the researcher is interested to conduct the study about teachers' elicitation whether this technique can promote students' engagement in learning English or not. Eliciting gets students engagement in the lesson, because they are actively producing speech through oral or written performance. Students will likely draw on past experiences or knowledge to help them complete activity. Therefore, this study will be focus on teachers' elicitation to promote students' engagement in learning English.

The elicitation technique proposed by Doff (1988:20) is applied by asking question with some other tools. Such as, pictures, games or activities, texts or dialogues and nonverbal language. This technique is based on the principles that the students may know more than what the teacher can give, and start from what they know is a productive way to start a new lesson, and also involving the students in a question-and-answer activity. By using elicitation technique, the teacher can stimulate and promote the students to attack them being active in teaching-learning process especially in learning English.

There are some relevant studies conducted before this research. The first one is study about conducted a research about an analysis of elicitation technique used by the English teacher in teaching speaking skill by Nova, F (2019). This aim of this research is to find out the types of elicitation technique used by the English teacher in teaching speaking skill at SMA Laboratorium Unsyiah Banda Aceh. As the result, this research indicated that the teacher applied all types of elicitation technique proposed by Tsui namely elicit inform, elicit confirm, elicit agree, elicit commit, and elicit clarify. This research was in line with the current research because this technique also let the students to think and to enhance student's ability to elaborate their own conception about the topic rather than limiting them with teacher conception.

The second relevant study is about the application of sinclair & coulthard's irf pattern on teachers' elicitation in speaking class by Ayouni (2019). In this research, the researcher found that the pattern of the elicitation exchange in speaking class covers 16 patterns including IRF original structure and the combination with Bound Initiation (Ib). The pattern of elicitation consists of IRF original model and modification with bound initiation (reformulating or repeating question, nomination, and clues). Thus, nominating, rephrasing questions, and clue are needed to elicit again instead of telling them the correct response or answering own questions.

The next relevant study is about teachers' elicitation: inviting students to speak by Usman et.al (2018). The aim of this paper is to describes the

implementation of teachers' elicitation in speaking class of English Department of Ar-raniry Islamic State University. The result of this research shows that the results of this study revealed six types of elicitations; elicit:inform, elicit:confirm, elicit:agree, elicit:commit, elicit:repeat, and elicit:clarify were used by the lecturers in teaching speaking. It is also found elicit:inform was the most frequent type of elicitation used which reached. This indicates that the lecturers frequently used elicitation to invite students to speak.

The last relevant study is about: An Evaluation of Oral Interview and Voice thread as Elicitation Techniques to Assess EFL Learners' Speaking Skill by Ateifar, F (2017). This study is to evaluate and rate two selected elicitation techniques, oral interview and Voice thread, an on-line program, to assess the speaking skill of the EFL students at the Zand Higher Education Institute in Shiraz, Iran. The evaluation of selected testing in form of elicitation techniques from the viewpoint of a teacher and a learner reached in this technique can be helpful for beginner teachers who can get positive ideas and attitudes toward testing speaking.

Those relevance studies have differences with the research of teachers' elicitation to promote students' engagement in learning English writing. In this research, the researcher analyzes the types of elicitation technique by Doff (1988) to promote students' engagement in learning English and analyzing the reason of teacher using the elicitation technique as the way they are.

In accordance to this condition, the researcher is interested to conduct the study about teachers' elicitation whether this technique can promote students' engagement in learning English or not. Eliciting gets students engagement in the lesson, because they are actively producing speech through oral or written performance. Students will likely draw on past experiences or knowledge to help them complete activity. Therefore, this study will be focus on teachers' elicitation to promote students' engagement in learning English.

1.2 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 elicitation technique are used by English teacher in learning English at SMA Plus Taruna Akterlis Medan?

2. How are the elicitation technique realized by English teacher?

3. Why are the elicitation technique realized by the English teacher in the way they are?

1.3 The Objectives of the Study

In relation to the problems, the objectives of the study are:

1. To investigate the types of Elicitation technique in learning English writing at SMA Plus Taruna Akterlis Medan

2. To analyze the way of Elicitation technique apply by English teacher at SMA Plus Taruna Akterlis Medan

3. To elaborate the reason of the teacher use Elicitation Technique SMA Plus Taruna Akterlis Medan

1.4 The Scope of the Study

This research focused on three aspects. First, types of elicitation technique using question. Second, analyze the English teachers' way to use it in learning English. Third, reasons of the teachers in using Elicitation technique in teaching and learning English. It observed 3 classes which the names are XMIA 1, XMIA 2, and X1MIA. Furthermore, there were two teachers would be observed at SMA Plus Taruna Akterlis Medan. During the observation, it would be seen how the teachers used elicitation technique in learning English. Then, during the interview, the teachers would be investigated about what types of elicitation while they were learning English, and their reasons why using elicitation technique in learning English.

1.5 The Significance of the Study

The findings of this study are expected to be useful theoretically and practically:

1. Theoretically, the findings will be expected to strengthen the importance of elicitation technique for English teacher.

2. Practically, the findings are also expected to be useful for:

a. For the students:

Elicitation technique can make students learn how to participated English easily and in a fun learning during teaching learning process.

b. For the teachers:

Elicitation technique is as an appropriate technique to teach English in senior high school to facilitate the teachers in teaching learning process and improve students' ability in English.