

CHAPTER I

INTRODUCTION

This chapter presents (1) background, (2) research problems, (3) research objective, and (4) significance of the study.

1.1 Background

One of the languages used as an instrument of communication is English. According to Cook (2003), English is considered to be the foremost foreign language in nearly every country because it is a worldwide language conversation used for business, education, and get right of entry to records by way of all the population in this world. Moreover, Crystal (2004) argued that English has used humans for their international contact in some countries. Thus, English is a global language spoken by people around the world in their mutual interaction.

In Indonesia, students are taught English as a foreign language. According to Ramelan (1994), English is taught as the first foreign language at an educational school in Indonesia. It is taught even at the university level from kindergarten, elementary, junior high school, and senior high school (as cited in Astrid et al. 2019, p.1). Yulia (2013) confirm that English as the most important global language has become a compulsory subject in developing countries such as Indonesia. It was formally introduced into schools in the 1994 curriculum. Consequently, English is important to study in indonesia due to some facts.

In English subjects, there are four skills that must be mastered by students, namely listening, speaking, reading, and writing. Khaimeis, (2006) stated the four

skills listening, speaking, reading, and writing naturally appear together in every English class even in English as Foreign Language. Learning four basic language skill is needed because students use more than one skill to communicate and all skills are learned to provide opportunities for students to develop these skill at the same time (Jing, 2008). In short, all four skill must be learned by students to master English properly and correctly.

The four skills are very important to be mastered and be achieved by students especially in speaking skills. According to Ur (2000) speaking is an important skill all of four language skill, because it is necessary for the effective communication. Besides, Burns and Joyce (1997) believe that speaking is the important skill among other skills because speaking is used for interactive process of constructing meaning that involves producing, receiving, and processing information. In brief, speaking very important to be mastered.

In order to improve speaking skill of students need the technique of teacher in teaching . Therefore, teachers use elicitation technique to invite students participation in speaking class. According to Walsh (2011), elicitation is a technique that used by a teacher to elicit students' responses, to stimulate students, to check comprehension, and to set off students' responses. Rosenbergn (2009) said elicitation is the system of drawing something of provoking students' responses. In conclusion, elicitation has important in technique of teacher in teaching speaking class.

The teacher considers using elicitation to make students more active in participation. According to Saleh (2017), elicitation techniques help students to set off their communicative talent and use the English language to express their feelings and ideas. Besides, Shanjida and Tanzina (2019) stated there are benefits of elicitation, keep student interest and students strive to take part actively in class, eliciting suggests what students already know, give student's opportunity for participating more actively in the learning process, elicitation indicates teachers if the students are listening and grasping information and increase students' speaking. Moreover, Coulthard (1992) classifies elicitation techniques into six types. There are elicit inform, elicit confirm, elicit agree, elicit commit, elicit repeat, and elicit clarify. Thus, elicitation is used to invite students' participation.

Teacher should apply elicitation techniques to increase students' ability in speaking class. Chitravelu (2005) stated the elicitation technique can be employed in speaking classification class because it can facilitate students' speaking and supply a massive probability of language exercise to gain students' verbal responses such as asking a question or providing stimulus e.g. pictures, gestures, and putting up the discussion. Therefore, Usaman et al. (2018) also said the use of elicitation in speaking is aimed at motivating students to communicate and train their use of grammar, vocabulary, pronunciation, and fluency. Therefore, elicitation techniques has role in speaking class.

Based on a preliminary study conducted by the researcher the informal interview with the English teacher of MA Al-Fatah Palembang. It was found the

teacher used quiz to provoke students speak in the class. In this case, the teacher used elicitation techniques to involve students participation and making students to speak in the class. (Mardiana, personal interview, 12th september).

There are two previous related studies concerning these issues. The first, Reni Kasmirah (2020) found that two English teachers at SMA N 1 Tigo Nagari used elicitation techniques. The elicitation technique used by the first teacher was elicit; inform, elicit; confirm, elicit; commit, elicit; repeat, and elicit; clarify. While the second teacher was used elicit; inform, elicit: confirm, elicit; agree, elicit; commit, and elicit clarify. The previous study focuses in teaching English while this researcher focus on the types used teacher elicitation techniques in speaking and the reasons English teachers use types of elicitation techniques.

The second previous study is by Nofrita Saputri (2015). From the research results it was found that four teachers at SMA Negeri 7 Padang have used elicitation techniques in the teaching and learning process. The elicitation technique more widely used is the elicit type. Then followed by elicit: confirm, elicit: agree, elicit: commit using questions using intonation, elicit: repeat through an unfinished sentence question with raising intonation, and elicit: clarify through question using inversion. The differences between the previous study and this study. The previous study focuses on elicitation techniques and method used by the teachers in classroom interaction while this researcher focus on the types used teacher elicitation techniques in speaking and the reasons English teachers use types of elicitation techniques.

Consequently, this phenomenon inspired me to conduct a similar research with the title “Teachers’ Elicitation Techniques in Speaking Class of Eleventh Grade at MA Al-Fatah Palembang”. The purpose of this research to find out the types of elicitation techniques used by English teachers in speaking class and are the reasons English teachers use types of elicitation techniques in speaking class at MA Al-Fatah Palembang.

1.2 Research Problems

Based on the background, the research problems were formulated in the following questions

1. What were the types of elicitation techniques used by English teacher in the speaking class of eleventh grade at MA Al-Fatah Palembang?
2. What were the reasons of using types of elicitation techniques by English teacher in speaking class at MA Al-Fatah Palembang?

1.3 Research Objectives

Following the problems above, the objectives of this study were formulated as follows:

1. To find out types of elicitation techniques used by English teachers in speaking class of eleventh grade at MA Al-Fatah Palembang.
2. To find out what were the reasons for using types of elicitation techniques by English teachers in speaking class at MA Al-Fatah Palembang.

1.4 Significance of the study

The results of this study are expected to supply beneficial contributions to some elements. The first, to the teachers in MA Al-Fatah Palembang and English teachers. The result of this study can be used to practice and use the teaching-learning process. Teachers know and get additional information about elicitation techniques. They also know the reasons English teachers use types of elicitation techniques in speaking class.

The second, expected also that this study have a big benefit for school as a reference or source of knowledge to assist students and teachers in the learning and teaching process.

The third for myself as a researcher and candidate English teacher can use this result of study as guidance to be an English teacher after graduate. Researcher will be ready to face the real problem in the English classroom. By knowing the result of this thesis probably can help me give solutions specifically for eliciting students.

The last is this research to provide information for other researchers about teachers' elicitation techniques in speaking class to extend the usual knowledge information to assist the different researchers as the practice in developing their research in the same field.