

CHAPTER II

LITERATURE REVIEW

This chapter presents the following subtopics: (1) concept of teachers' elicitation, (2) the types of elicitation techniques, (3) the use of teachers' elicitation techniques, (4) definition of speaking, (5) advantages of using elicitation techniques in speaking class, and (6) previous related Studies.

2.1 Concept of Teachers' Elicitation

Elicitation is a strategy used by a teacher that invites students' participation. According to Walsh and Sattes (2005), considered teacher elicitations as a quintessential kind of study room discourse because they invite students' participation in a studying neighborhood and promote their cognitive development. Therefore Mehan (1979), stated there are four teacher elicitations to increase cognitive complexity. First, choice elicitation asks students to agree or disagree with what the teacher said in the previous turn and depends in basic terms on the students' grasp or guessing of correct knowledge, second, product elicitation invitations students to provide the factual knowledge they need to generate from long-term reminiscences such as title or place, third process elicitation asks students supply their opinion or interpretations and the last metaphor elicitation asks students to relate their solutions to a teacher's elicitation using presenting examples and supporting reasons for their reasoning. With this, teachers can further develop teacher-student interaction and stimulate more thinking between students.

2.2 The Types of Elicitation Techniques

The using elicitation techniques particularly in speaking class surely covers many things related to the elicitation techniques including types of elicitation techniques. In connection with this case, according to Coulthard (1992) An elicitation is an act the function of which is to request a linguistic response although the response may be a non-verbal surrogate such as a nod or raised hand. He also stated there are six types of elicitation techniques as follow:

2.2.1 Elicit: Inform

Elicit inform one of the types that teachers use to students give feedback in the classroom. According to Coulthard (1992), Elicit inform is a technique that is used by the teachers in the form of a question to invite students to give information or feedback and to get students opinions, ideas, and new information where the teacher to know students' knowledge. Besides, Nova (2019) said elicit inform can be in form of WH questions, yes or no questions, indirect question, and alternative questions. Therefore, elicit information is useful as a technique for gathering feedback from the student in the classroom.

2.2.2 Elicit Confirm

This technique is usually used by the teacher to ask for students' assumptions about the material are being discussed. Farrell (2009) stated that elicit confirm invites the addressee to confirm the speaker's assumption in the classroom. This type is used to obtain specific feedback that the students are indeed following the lesson or confirmation how far the students' understanding of the materials explained elicit confirm usually used by the teacher in the form of

questions. Therefore, This technique helps the teacher identify easily students' assumptions about the material.

2.3.3 Elicit: Agree

The third type of elicitation is one of the techniques that use to invite the students to agree with the teacher's assumption. As stated by Coulthard (1992) elicit agree is those which invite the addressee to agree with the speaker's assumption that the expressed proposition is self-evidently true. The question forms can be in form of a tag question. In short, the teacher uses this technique for students to agree with his assumption.

2.3.4 Elicit: commit

Elicit commit is the type of elicitation technique that is used in the interaction between teacher and student in the class. In line with Coulthard (1992) elicit commit more than a just verbal response but asking for a student's commitment to do something. Hence this kind of Elicitation not only invites an obligatory response but also invites commitment on the part of the addressee to further interaction.

For example:

Ask students the commitment to speak English not only in the classroom but whenever they have a chance to speak English with the English teacher. Thus, the teacher used this technique to get further interaction between teacher and student.

2.3.5 Elicit: repeat

This type of elicitation technique occurs when the teacher asks students to repeat utterances. Tsui (2015) defined that elicit repeat is prospects a repetition of

the utterance preceding elicitation because the teacher does not get a response from students or asks the students what they want to say in the class and provides feedback to invite students to repeat the responses students to make sure all of the students understand the important point of the topic (as cited in Usman et.al, 2018). Therefore, using this type of teacher can students repeat utterances.

2.3.6 Elicit: Clarify

This type of elicitation technique asks for clarification from the student. As stated by Coulthard (1992) elicit clarify is a technique request for students' repetition of the previous utterance because the teacher found an incorrect answer that they will be aware of their mistake. It is known by WH interrogative or high key repetition of a word or phrase in the preceding utterance. Thus the teacher easily gets students' clarification.

2.3 The Use of Teachers' Elicitation Techniques

Elicitation is considered an instrument for exchanging information between students and teachers to ease communication. According to Scrivener (2005), elicitation means drawing out information, language, and ideas from the students. He also stated there are three steps to eliciting. First, the teacher provides a clear concept to the students, like the use of pictures, gestures, or questions. For example use a hand gesture to indicate who is being asked to speak, either gesture for anyone or a specific individual. If everyone speaks at once, it can be hard for students to know which answer is true or false. The second teacher supplies

suitable language data ideas, for example, giving very clear feedback on each student's utterance. They want to know if what they said was acceptable. The teacher could use simple gestures or facial expressions to register 'Ok ' or 'Not Ok' to students and the last teacher provides comments or do reflection and summarizes what has been realized. For example, if the student gives an I ncorrect answer, ask them to repeat it two or three times and they say the correct answer yourself. Thus, Using elicitation makes easy communication between students and teachers.

(p.99)

2.4 Definition of Speaking

Speaking skills are significant skills that need must be taught by a teacher. According to Bygate (2003) stated Speaking is a skill in the first and second languages that needs attention every bit as much as literary ability. Besides Nunan (2000) stated that the success of learning a new language can be measured in terms of the ability to carry out a conversation in a fluent language. Therefore, the teacher should have an effective technique for teaching speaking skills through elicitation techniques.

2.5 Advantages of Using Elicitation Techniques in Speaking Class

The use of elicitation techniques in speaking class has many advantages. Trinata (2019) said that there are some advantages of using elicitation technique in teaching speaking skill there are elicitation enables students to participate fully in all material, increase students' motivation, can provide students with more time to talk, and makes students more confident. Besides that, Usman et.al (2018) also

stated many advantages of elicitation in the second language classroom, there are: making students more attentive to the topic being presented by the teachers, find out how well they apply language structure, vocabulary, and appropriate pronunciation in speaking, maximizes speaking opportunities and check students' understanding. Thus, Using elicitation techniques can alternate the teacher's way of attracting students' attention in the engagement of the classroom and help students enhance their speaking skills.

2.6 Previous Related Studies

There are fourth previous studies related to this study. The first previous was conducted by Reni Kasmira (2020) with the title Teachers' Elicitations Techniques in Teaching English in SMA N 1 Tigo Nagari. She find out 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. (1) The previous study focuses in teaching English while this researcher focus on the types used teacher elicitation techniques in speaking class. (2) The reasons English teachers use types of elicitation techniques.

The second previous related study was conducted by Nofrita Saputri (2015) with the title An Analysis Of Elicitation Techniques Used by English Teachers in Classroom Interaction (A Descriptive Study At SMA N 1 Padang). She find out the type of elicitation used by English teachers and the teacher's method use in the classroom and learning process. The elicitation technique more widely used is the elicit type: inform through Wh question. Then followed by elicit: confirm,

elicit: agree, elicit: commit through questions using intonation, elicit: repeat through an unfinished sentence question with raising intonation, and elicit: clarify. The differences between the previous study and this study (1) 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. (2) The reasons English teachers use types of elicitation techniques.

The third previous related study was conducted by Farida Nova (2019) with the title *An Analysis of Elicitation Technique Used by the English Teacher in Teaching Speaking Skill*. The objective of this study was to find out the types of elicitation techniques used by the English teacher in teaching speaking skills. The result of this study indicated that the teacher applied all types of elicitation techniques proposed by Tsui (1995) namely elicit inform (45.16%), elicit confirm (25.80%), elicit agree (9.67%), elicit commit (6.45%), elicit repeat (6.45%) and elicit clarify (6.45%). The similarity between previous and present studies is to find out the types of elicitation techniques used by the English teacher. The differences between previous and present studies. (1) Previous study there was one research objective meanwhile the present there are two research objectives. (2) The second is the research objective to find out the reasons English teachers use types of elicitation techniques in speaking class.

The fourth previous related study was conducted by Indah Ulan Sari, Sesmiyanti, and Belinda Analido (2015) with the title *An Analysis Of Teacher's Elicitation Technique in Teaching English*. The objective of this study was to find

out the types of elicitation techniques used by the teacher in teaching English. The results found that two teachers class X in Senior high school Adabiah 2 Padang have used technique elicitation in the teaching-learning process. The first teacher used five types of elicitation technique elicit: inform, elicit: confirm, elicit: commit, elicit: repeat, and elicit: clarify and the second teacher are used all types such as elicit: inform, elicit confirm, elicit: agree, elicit: commit, elicit: repeat and elicit: clarify. The similarity between previous and present studies is to find out the types of elicitation techniques used by the English teacher. The differences between previous and present studies. (1) Previous study there was one research objective meanwhile the present there are two research objectives. (2) The second is the research objective to find out the reasons English teachers use types of elicitation techniques in speaking class.