CHAPTER III

METHODS AND PROCEDURE

This chapter presents (1) research design, (2) operational definition, (3) participant of the study, (4) data collection, (5)data analysis, (6) trustworthiness.

3.1 Research Design

This study, the researcher was using qualitative research. Qulitative study is method allow the researcher to explore and better understand the complexity of a phenomenon (Mohajan, 2018). Furthemore, Creswell (2012) has found qualitative research is an inquiry approach useful for exploring and understanding central phenomenon. In short, qualitative research was used in this study.

In relation, this study was included in a case study method. According to Creswell (2012), a case study is a problem to be studied, which will reveal an dept understanding of a case or bounded system, which involves understanding an event, activity, process, or one or more individuals. Then, the function of qualitative research in case study is to hasten a phenomenal investigation in its discourse through various references of information (Baxtar and Jack, 2010). In summary, a qualitative research along with its case study design was the form of this research.

3.2 Operational Definition

The title of the study is Teachers' Elicitation Techniques in Speaking Class of Eleventh at MA Al-Fatah Palembang. In avoiding the possibility of

misinterpretation and misunderstanding about some terms in this research, the definitions are provided below.

Teachers' elicitation is the method used by teachers to get information or reaction from somebody or students.

Speaking is the act of conveying information or voicing emotions and thoughts in spoken language.

3.3 Participants of the Study

This study was conducted in MA Al-Fatah Palembang. MA Al-Fatah Palembang is an Islamic school that stands beneath the ministry of religion (Kemenag). It was a consideration for the researcher to conduct the research. The researcher considered that researching which has the same department as the researcher university would make the researcher easier to allow conducting the research. Therefore the researcher chose MA Al-Fatah Palembang as a research location.

This study took the data from a teacher of English at the school who taught in eleventh grade. The English teacher was chosen purposeful sampling. Creswell (2012) stated that in purposeful sampling, the researcher intentionally selects individuals and sites whether they have rich information or not. There were two English teachers in the school and the researcher chose one of english teacher as a participant based on some categories the teacher who used elicitation techniques in class and teacher of English at the school who teach in eleventh grade.

3.4 Data Collection

In collecting the data, two instruments were used. There were classroom observation and interview.

3.4.1   Classroom observation

In this researcher was as a nonparticipant observer. According to Cresswell (2012), nonparticipant observer is an individual who visits the locations and records notes during the activities. Moreover, Wragg said (2011) the purpose of the observation should be stated clearly. Observers must make it apparent to the teacher being observed whether they are there to provide advise and assistance in improving professional skill, to make a private judgment about the quality or in the case of particular research initiatives, to make a public judgment about quality. The classroom observation was used to know the types of elicitation techniques used in the speaking class.

There were three steps in conducting this observation. Firstly, the researcher observed the classroom directly and researcher become a nonparticipant observer, which was not involved in the activities of the subject's classroom and the kind of instrument observation used semi-structured observation. Wragg (2011) stated that semi-structured observation is an observation that is systematically designed about what is observed and knows location observation. The researcher did the classroom observation in three meetings for teacher in the classroom. Secondly, the researcher utilized an observation checklist as an observation medium. In the process of collecting the data, the observational checklists were used to know more information with six

items in the form of statements were utilized related to the types of elicitation techniques in speaking class to find out the types of elicitation techniques used by the English teacher in the speaking class. There were six group items in the observation checklist elicit inform, elicit confirm, elicit agree, elicit commit, elicit repeat and elicit clarify. The data concerned with the types of elicitation techniques used by English teacher in the speaking class was collected through the classroom observation provided mostly in the instrument during collecting data. Lastly, the researcher determined part of the teaching-learning process where there were any elicitation techniques take place. the researcher took notes while the teaching-learning process in the class.

3.4.2 Interview

The interview was one of the instruments that used in qualitative techniques. According to Esterberg (2012), an interview is methods as a meeting of two responses to the exchange of information and ideas through questions and a mutual appreciation of a precise subject also, Seidman (2006) said interviewing was once a way to examine what people already knew, their experience, their narrative tales stored in their minds. It helped the researcher acquire the understanding they learned, practiced, and utilized in use elicitation techniques.

The researcher used semi structured interview to attain deeper information about the reasons why English teacher used types of elicitation techniques in speaking class. Semi-structured interview used for one teacher. According to Wragg (2011), the semi-structured interview is written questions are asked to each interviewee, but they are supplemented with probes and open-ended inquiries to

enable some natural interaction. The semi-structure interview was as a medium for this study.

Furthermore, researcher used face-to-face interviews with the participant in this study. As Supported by Creswell (2012), the researcher interviews by doing face-to-face interaction that related to open-ended questions. The researcher interviewed the teacher who taught English in the classroom was interviewed. There were several questions related to the function and the question usually used. In this study, the interview was done as supporting data to know the reasons English teacher used types of elicitation techniques in speaking class. The researcher made some questions adapted from Walsh (2011). Some questions were given to the teacher about the reasons in using types of elicitation techniques in speaking class. Then, the researcher recorded the interview and transcribes it.

In connection to this, there were three steps in conducting this interview. Firstly, this study used semi-structured. Secondly, recorded the answers of interviewees. Lastly, the researcher wrote the interviewees' answers into a transcription.

3.5 Data Analysis

In the analyzed data, the researcher applied thematic analysis to analyze the data by following steps from Creswell (2012). First, the researcher collected the detailed data from observation (e.g., observation checklist and fieldnotes) and interviewed (e.g., transcriptions or typed notes). Second, the researcher started coding all of the data. In this process, the researcher read all transcriptions and started to code the data related to research questions. Thirdly, the researcher

utilized the codding process to produce a setting description as well as categories or themes for analysis. This section explained the data in detailed information about the documentation and interview outcome made codes for a description related to the data. The next was to develop how the description and theme in the qualitative narrative to inform the findings of the analysis. The last, the researcher made interpretations in qualitative research of the findings and results.

3.5.1. Analyzing English teachers use the types of elicitation techniques in speaking class

In the classroom observation data analysis, researcher analyzed types of elicitation techniques used by English teacher in speaking class by comparing group one of the theme with preparing the codes list as the aspects of the types of elicitation techniques. The codes list encompassed some aspects namely elicit inform, elicit confirm, elicit agree, elicit commit, elicit repeat, and elicit clarify. The meaning of data content on the table was researcher similarly transcribed the data from a descriptive notes and a checklist during observation obtained. Then, the analyzed results were qualitatively transformed into a description. Finally, researcher made a conclusion of what had been found.

3.5.2. Analyzing the reasons English teachers use types of elicitation techniques in speaking class

In analyzing the data from the interviews about the reasons English teacher used types of elicitation techniques in speaking class, the recorded data from the interviews were prepared after conducting the interview with the chosen participant as sample. Then, the researcher transformed the recorded data from the

interviews into a transcription. Afterwards, the researcher made an interpretation about the result of the interview about what were the reasons of using types of elicitation techniques by English teacher in speaking class.

3.6 Establishment of Trustworthiness

CHAPTER IV

FINDINGS AND DISCUSSION

This chapter presents (1) research findings, and (2) discussions.

4.1 Findings

There are some findings presented in this chapter. The research findings were related to the types of elicitation techniques used by English teachers and the English teachers' reasons of using types of elicitation techniques in the speaking class of eleventh grade at MA Al-Fatah Palembang. The data obtained from the teacher used as the main source were analyzed by using thematic analysis are described as follows.

4.1.1Types of elicitation techniques used by English teachers in speaking class

Themes	Codes
Inform	- The teacher built students' speaking bravery.
Confirm	- The teacher found out more various teaching techniques.

	-	The teacher encouraged students to be more active in learning activities.
Clarify	-	The teacher asked to obtain clear information given by students.

The themes and codes formulated from the qualitative data as listed in the Table 4.1.1 are the types of elicitation techniques used by the English teacher in speaking class at MA Al-Fatah Palembang which consisted of three points namely inform, confirm, and clarify as described in the followings.

4.1.1.1 Eicit: Inform

Based on the data obtained from observation, the researcher got information that the English teacher used elicit "inform" in teaching English because the teacher built students' speaking bravery. This can be seen from the observational result in the following.

No Date	Kinds of Elicitation Techniques	The findings of observation
1. The first observation, October 28, 2021	Elicit: iform	The teacher started the learning process. **She asked questions about material that was taught before. Some students answered about Expression of invitation and the teacher gave questions to students about the**

		examples of activity in inviting someone. All students gave various answers like inviting someone to dinner, birthday, etc. Then the teacher asked them to open LKS Chapter Three and continued the explanation last week about Expression of invitation. The teacher explained the kinds, responses, and examples of that expression
2.The second observation, November, 1st, 2021	Elicit: inform	**The teacher asked students the last material, and students gave a response to Chapter 2 which was about the expression of opinion. Then the teacher asked the students to look at Chapter 3 continuing the next material about t he expression of invitation.** The teacher gave the question to students about what was definition expression of an invitation then, the student gave a short answer and the teacher told Chandra to read the definition of expression invitation in LKS. While the student read the teacher checked his pronunciation. After that, the teacher asked Salsa to read kinds of expression invitation.

		The next, the teacher explained the use of Expression of Inviting and kind, response, and example of that expression and teacher asked Chandra to make a sentence about Expression of Invitation then he made that sentence continued with Salbila who also made sentence in inviting someone and wrote it on the whiteboard.
3. The third Observation, November, 4th, 2021	Elicit: Inform	**The teacher told students to open their book on Page 35 about the expression of invitation. The teacher started to explain the expression of Invitation. The teacher gave simple questions that required students to think about examples in daily activities in inviting someone. Students gave various responses positively. Then the teacher asked to Teguh to read the definition of expression of invitation and the teacher explain again about the material and wrote on the whiteboard the examples expression of Invitation**. The teacher told students to make a sentence about

		the expression of invitation. Then a student makes a simple sentence written on the whiteboard. Next, the teacher explained the kinds and examples of response expressions of invitation.

From the table above, the research found that the English teacher used elicit iform. It was found in the first observation until the third observation.

4.1.1.2 Elicit Confirm

Based on the data obtained from observation, the researcher got information that the English teacher elicitation "confirm" because the teacher used it to find out more various teaching techniques. This can be seen from the observational result in the following.

No Date	Kinds of Elicitation Techniques	The findings of observation
1. The first Observation, October 28, 2021	Elicit: confirm	**<u>Teacher asked students to make dialogue and practice in front of the class to know students' abilities in speaking class.</u>** Then, students practiced their dialogue in pairs and the teacher paid attention and listened to students that

		practiced in front class.Then, after practicing dialogue, the teacher asked students to read the dialogue and did exercises on page 35.Then after students answered that exercise, teacher and students discussed together and analyzed what expressions were used in the dialogue. A teacher appointed five students to answer questions from 1 until5 in exercises and students gave responded by giving the short answer. **The teacher asked whether the students have understood the material or not. All students answered yes.**
2.The second observation, November, 1st, 2021	Elicit: confirm	**The teacher asked students what they have understood the material or not. All students' answers were that they understood.** After that teacher gave the example dialogue and asked them to practice that dialogue in pairs the student were ready to practice in front of the class. Before that, teacher told them aspect of speaking assessment like fluency,pronunciation, vocabulary, etc.Then the teacher told students to do exercise on Page 35 in front of the class while waiting for his friend's turn to practice teacher told the other students to do exercise Task 2.
3. The third Observation, November,	Elicit:onfirm	The teacher asked students to make the group. One group consisted of two people and the practiced the dialogue task 1 Page 36 in front of

4th, 2021		the class **to know their pronunciation skill.**

From the table above, the research found that the English teacher used elicit confirm. It was found in the first observation until the third observation

4.1.1.3 Elicit: Clarify

Based on the data obtained from observation. The researcher got information that the English teacher used elicitation "clarify" because the teacher used to obtain clear information given by students. This can be seen from the observational result in the following.

No Date	Kinds of Elicitation Techniques	The findings of observation
1. The first Observation, October 28, 2021	Elicit: clarify	**Teacher paid attention and listened to students that practiced in front class. She also evaluated students' speaking competence**. When the teacher found students mispronunciation, she asked for a repetition of the previous utterance so that they could improve from their mistakes.
2.The second	Elicit: clarify	**After practicing the dialogue the teacher asked students to raise their hands to the answer that**

observation, November, 1ˢᵗ, 2021		exercise. There were five students raised their hands to answer the question of the exercise. Teacher found incorrect answers and asked repetition with the correct answers. Then, they were aware of their mistakes, and the last, teacher gave students homework
3. The third Observation, November, 4ᵗʰ, 2021	Elicit: clarify	Students practiced their dialogue in pairs and the teacher paid attention and listened to students that practice in front class for evaluation. When the teacher found students mispronunciation, she asked for repetition of the previous utterance

From the table above, the research found that the English teacher used elicit clarify. It was found in the first observation until the third observation.

4.1.2 English teachers' reasons of using types of elicitation techniques in speaking class at MA Al-Fatah Palembang.

Themes	Codes
(Makin g students get involved actively in learning activities)	- The teacher used elicitation "inform" was to build students' speaking bravery.

(Generating teacher's various teaching methods)	- The teacher used elicitation "confirm" was to find out more various teaching techniques. - The teacher used elicitation "confirm" was to encourage students to be more active in learning activities
(Anticipating misunderstanding about what students conveyed)	- The teacher used elicitation "clarify" was to obtain clear information given by students.

The themes and codes formulated from the qualitative data as listed in the Table 4.1.2 are described to find out the English teachers' reasons of using types of elicitation techniques in speaking class at MA Al-Fatah Palembang. The English teachers' reasons of using types of elicitation techniques in speaking class at MA Al-Fatah Palembang consisted of some components namely making students get involved actively in learning activities, generating teachers' various teaching methods, and anticipating misunderstanding about what students convey as described in the following.

4.1.2.1 Making Students Get Involved Actively in Learning Activities

Based on the result of the data analysis, the researcher got information about the English teachers' reasons of using types of elicitation techniques in speaking class related to making students get involved actively in learning activities that the teacher used elicitation "inform" to build students' speaking

bravery. This was expressed by the teacher into the results of interview table as follows:

No	Kinds of Elicitaton Techniques	The findings of interview
1.	Elicit: inform (Personal communication, November 24th, 2021)	Interviewer: Good morning mam I am Sinta Ariska. Thank you for your willingness to be part of my study. Base on my observation I found three types of elicitation used by you as an English teacher in eleventh grade therefore, the purpose of this interview is to find out what are the reasons why English teacher used types of elicitation techniques in speaking class of eleventh grade. There is no a right or wrong answer. I would like to you feel comfortable with saying what you

		think and how you feel. I have several questions related to the title of my study and I will be tape recording our conversation. Before that are you ready to answer my questions?.
		Interviewee: Yes, I am ready.
		Interviewer: Alright, I will begin with the first question. Why did you choose elicit inform technique in every meeting?.
		Interviewee: I chose that technique because my students were difficult to understand what was spoken by me while speaking.
		Interviewer: What were your hopes for using this technique?.
		Interviewee: I hope that my students could understand what I taught in speaking class.
		Interviewer: What were your purposes in applying the elicit inform technique in speaking

		class?.
		Interviewee: I aimed to apply the elicit inform to tell and ask **whether my students were brave to speak and know what is explained or not.**
		Interviewer: Can using elicit inform increase students' performance in a speaking class?.
		Interviewee: I can know whether **the students master speaking aspects** or not by observing when they spoke English. **If they could speak fluently, this means they were familiar with speaking aspects.**
		Interviewer: How did you know that your students can master the speaking aspects by using this elicitation technique?.
		Interviewee: During what I did in applying this elicitation, **the students slightly looked more active because I could build interactive learning activities.**

| | | As you know that students hardly wanted to participate in class without being elicited consequently most of them were inactive. **Therefore, by giving information as elicitation, I could benefit them to get involved more in class.** |
| | | |

From the table above the findings of interview. It was was found the reasons English teacher used elicit: Iinform because making students get involved actively in learning activities.

4.1.2.2 Generating Teacher's Various Teaching Methods

Based on the result of the data analysis, the researcher got information about the English teachers' reasons of using types of elicitation techniques in speaking class related to generating teacher's various teaching methods that the teacher used it to find out more various teaching techniques and to encourage students to be more active in learning activities. This finding was conveyed by the interviewee into the results of interview table as follows:

NO	Kinds of Elicitation Techniques	The findings of interview
1.	Elicit: confirm	Interviewer: In line with it, why did you use to elicit

confirm technique in every meeting?.

Interviewee: I think I didn't use elicit confirm in every meeting but I randomized the elicitation to enable the students in adapting various techniques used. **Therefore, I avoided monotonous teaching techniques.**

Interviewer: Why did choose thistechnique?.

Interviewee: Yeah as **I have told you that I decided use this technique to make teaching techniques diverse.** Also, this technique benefited me to make sure whether the students were good for interaction or not.

Interviewer: What were your hopes for using the elicit confirm technique?.

Interviewee: I think my expectation in using teaching **technique diversity was to help students to be more active in speaking by assuring their condition in class.**

Interviewer: What were your purposes in applying the elicit confirm technique in speaking class?.

Interviewee**: I think so for the maximal result but I can tell you that it is much better than without having effort to make students speak.**

Interviewer: Can using elicit confirm increase students' performance in speaking class?.

Interviewee: I think it can, because **when I applied this technique, I invited students to make dialogue and performance in front of class.** Therefore, by using it. I encouraged them to practiced conversation and improve their speaking competence.

Interviewer: How did you know that your students could master the speaking aspects by using this elicit confirm technique?.

Interviewee: As mentioned above, I knew students can master when they performed and practiced their dialogue. **I used this elicitation to estimate my students' understanding, consisting of students' ability to get my points and to also estimate their level of**

		background knowledge, pronunciation skill, vocabulary, etc. (Personal communication, November 24th, 2021).

From the table above the findings of interview. It was was found the reasons English teacher used elicit: confirm because generating teacher's various teaching methods.

4.1.2.3 Anticipating Misunderstanding about What Students Conveyed.

Based on the result of the data analysis, the researcher got information about the English teachers' reasons of using types of elicitation techniques in speaking class related to anticipating misunderstanding about what students conveyed that the teacher used elicitation "clarify" to obtain clear information given by the students. This was stated by the teacher in an interview. It can be seen in the finding of interview described as follows:

No	Kinds of elicitation techniques	The findings of interview
	Elicit: clarify	Interviewer: What technique did you use to elicit clarify in every meeting?. Interviewee: **Clarification is a beneficial medium**

		used by teachers to explain to get clear information about. By viewing this benefit**, I think it is an efficacious effort that can be used to make students speak more because unconsciously we have been successful to encourage them to convey ideas orally**.
		Interviewer: Why did choose this technique?.
		Interviewee: I chose this technique because of the reason I have just told you.
		Interviewer: What were your hopes for using this technique?
		Interviewee: No more hope**, I expected the same expectation as other elicitation technique.**
		Interviewer: What were your purposes in applying the elicit clarify technique in speaking class?.
		Interviewee: Many of the students spoke unclearly and many of them could not understand fully when I spoke English

		quickly. **<u>Therefore, I put elicitation in role to give or get more explanation in order to avoid misunderstanding.</u>** Interviewer: Can using elicit technique increase students' performance in a speaking class?. Interviewee: I can say so because when I asked them to give a clarification, **<u>they took action to give various strategies to make them able to convey something.</u>** Interviewer: How did you know that your students could master the speaking aspects by using this elicitation technique?. Interviewee: I knew the students speaking mastery **<u>by discerning how successful I in implementing every technique including elicitation clarify.</u>** (Personal communication, November 24th, 2021.)

From the table above the findings of interview. It was was found the reasons English teacher used elicit: clarify because anticipating misunderstanding about what students conveyed.

4.2 Discussions.

After analyzing the data by using thematic analysis about the types of elicitation techniques used by an English teacher in speaking class, the researcher has encountered that types of elicitation techniques used by the English teacher in speaking class of eleventh grade at MA Al-Fatah Palembang consisted of inform, confirm, and clarify.

The first type of elicitation technique used by the teacher was related to inform for building students' speaking bravery. Walsh (2013) states that it is so important to use elicitation to inform students in the purpose of establishing their bravery to say something. Asrid et al. (2012) mention that it is useful to create participation to interact in class as long as how the teacher can inform them to be courageous. This indicated that inform was a type of elicitation used by the English teacher to establish bravery.

The next type of elicitation technique used by the researcher was related to confirm for finding out more various teaching techniques. Wegner et al. (2013) argue that implementing plentiful teaching strategies is a must for teachers for avoiding students' boredom in learning activities. A study conducted by Ganna et al. (2018) revealed that teaching techniques are obligatory needs in instruction to run learning activities well and this can be done in the form of providing

instructional media. Essentially, confirm was the next type of elicitation technique used by an English teacher for plentiful teaching techniques.

The last type of elicitation technique used by the researcher was related to clarify for obtaining clear information given by students. According to Zhang and Chang (2021), it is recommended to clarify what has been heard in speaking class and it is so effective to be dealing with intonation. A study conducted by Baradeyah and Farrah (2017) has discovered that the use of clarification in teaching speaking is very significant to increase students' communication skills. Pointedly, clarify was the last elicitation technique type used by an English teacher to gain clear information.

After analyzing the data by using thematic analysis about the English teachers' reasons of using types of elicitation techniques in speaking class that the English teacher uses those types for some points namely making students get involved actively in learning activities, generating teacher's various teaching methods, and anticipating misunderstanding about what students conveyed as described in the following.

The first reason was to make students get involved actively in learning activities. According to Anisah et al. (2012), it is useful to create participation to interact in class as long as how the teacher can inform them to be courageous. , Shanjida and Tanzina (2019) state that 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. This means that the English teacher used the types of elicitation techniques for participation in the learning process.

The second reason was to generate teacher's various teaching methods. Usaman et al. (2018) also said the use of elicitation in speaking is aimed at finding out methods to motivate students for being able to communicate and train their use of grammar, vocabulary, pronunciation, and fluency. Coulthard (1992) states Elicit inform is a technique that is used by the teachers in the form of various styles to invite students to give information or feedback and to get students' opinions, ideas, and new information where the teacher to know students' knowledge. Therefore, those types of elicitation were used by English teachers for discovering teaching methods.

The last reason was to anticipate misunderstanding about what students conveyed. According to Bayuni et al. (2013), misunderstanding frequently happens in learning activities especially while listening to someone speaking. It is therefore important to avoid it in the form of how the teacher incites the students to repeat what they said. Cheatham and Barnet (2017) affirm that it is important for teachers to ask again about confusing things from students to anticipate misunderstanding because it certainly occurs in learning activity consciously and unconsciously. In conclusion, those types of elicitation were used by an English teacher for avoiding misunderstanding.