The Use of Elicitation Technique in Teaching Speaking Skills at Grade Eight Junior High School

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ARTICLE INFO	ABSTRACT
	This study aims to identify and classify of the use of elicitation and to discover the reasons of using elicitation technique in teaching speaking skills at grade eighth junior high school. A qualitative case study used in this study. The subject of the study was one English teacher at SMP Swasta Methodist 9 Medan. The data were collected for three meeting by using observation, recording and interview. The data analyzed by Doff (1988) theory of elicitation. The finding of this study shows that there were three types elicitation technique namely, asking question 22 (55%), asking question combined with picture about 5 (12,5%), asking question combined with text and dialogues about 13 (32,5%). It means that asking question placed the highest frequency of use to encourage students to talk. Also, there were reasons of using elicitation that had gotten from teachers interview namely to encourage students to participate in the classroom, to know students understanding, to build students interesting to the material, to motivate the students to participate by stimulating their curiosity, to activate students' thinking or students' imagination. It can be concluded that there is a positive impact in class interaction using eliciting techniques. This research will assist teachers in interacting with students in the teaching and learning process to stimulate students' speaking in class interactions.

INTRODUCTION

Speaking is a major skill in language learning, and it shows a student's success in acquiring a new language. As Goh & Burns (2012) stated that the mastery of speaking in English is a priority for second language learners. Their success in language learning is often evaluated on the basis of how good their spoken language proficiency is. In everyday life people speak to show what they want to share or express about their ideas. Teachers have to apply an appropriate technique during teaching and learning process.

Elicitation technique is one of the techniques usually used by English teachers to help students engage. As suggested by Doff (1988) elicitation is mainly done by asking questions merely or asking questions combining with some other tools. Elicitation techniques as a technique used by a teacher to get learners' respond (Walsh, 2013). According to Scrivener (2012), eliciting is a technique of drawing information from students, generally by asking questions, instead of using teacher explanation. According to Usman, et al, (2018:56), 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. Teachers' elicitation in language class does not only make active learning but also can develop students' language understanding. Briefly, elicitation in speaking class refers to any utterances which request students' verbal response including grammar and vocabulary to develop speaking skill.

As a preliminary data, the researcher doing observation in teaching learning process at eighth grade in SMP Swasta Methodist 9 Medan. After doing the observation, 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 : Okay. Today we will learn about the simple present tense. Do you know simple present tense?
Student1 : Yes Ma'am.
Teacher : **What is simple present tense?**
Student1 : Tenses
Student2 : **(silent, while opened her book)**
Other Students : **(silent and doing other activities)**
Teacher : *Jadii.. Simple present adalah tense yang digunakan dalam peristiwa yang berlangsung saat ini maupun peristiwa yang   terjadi berulang kali*. (So, Simple present tense is used in current events or events that occur repeatedly).

From the data above, shows that when the teacher asks the students the material, ***"Do you know simple present tense?"*** then, only one student giving a response. Furthermore, the teacher asked again, ***"What is simple present tense?"*** one of the students answer "Tenses", the other students just silent and doing other activities. It can be seen that in general, there is only one student giving a response, and then the other students just silent. 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 information to the teacher and other students. The answer doesn't contain a clear meaning and cannot explain the simple present tense. This shows that the students' lack of ability

to express themselves and their ideas verbally using English. In the learning process in the classroom, the researcher found that the teacher used one type of elicitation technique, namely asking questions. It is shown in the question *"What is the simple present tense"*The previous research showed that eliciting techniques significantly contributed to teaching-learning process, that is it created student-centered learning (Huyen, 2006; Nurokhmah, 2009). Huyen (2006) investigated the techniques used by the teachers to elicit 10th grader students' talk in Hanoi, whereas Nurokhmah (2009) investigated the elicitation techniques used by the teacher to encourage students' talk of the third-year students in Semarang. They found that eliciting techniques could stimulate the mastery of new vocabularies, motivated the students to talk, promoted students' answers, and provoked students' critical thinking.

In accordance to this condition, the researcher is interested to conduct the study about teachers' elicitation in teaching speaking English. Eliciting gets students engagement in the lesson, because they are actively producing speech through oral performance. Therefore, this study was focus on teachers' elicitation technique in teaching speaking and the reasons why the teacher use the elicitation techniques in teaching speaking skills.

METHOD

This study was conducted by using a qualitative case study. In this research, the researcher chooses the descriptive types of case study that is used to describe an intervention or phenomenon and the real-life context in which it occurred. This research would like to describe the use of elicitation technique in teaching speaking skills at grade eighth junior high school. This study was conducted at SMP Swasta Methodist 9 Medan. The subject of this study was one English teacher at SMP Swasta Methodist 9 Medan. To obtain the data, the researcher used observation and interview technique.

FINDINGS

The observation was done for two meetings on grade eighth junior high school Medan. The researcher collected the data with video recording and after that; the data were transcribed and analyzed. After transcribing and analyzing the data, it was revealed that the teacher used three of five types of elicitation technique proposed by Doff (1988) namely asking question, asking question combined with picture and asking question combined with text. The frequency and percentage of the types of elicitation technique used by the English teacher during the teaching-learning process in the classroom is described in the following table:

NO	Types of Elicitation	Observation		F	%
		ES	ES		
1	Asking Question	16	6	22	55
2	king Question Combined with Picture	-	5	5	12,5
3	king Question Combined with Games or Activities	-	-	-	-
4	king Question Combined with Text and Dialogue	-	13	13	32,5
5	king Question Combined with Non-Verbal	-	-	-	-

	Language				
	Total	16	24	40	100

Based on table 1 it can be described that the teacher used asking question totally 22 (55%) utterances. It was found at the first meeting in the opening activity and at the second meeting in the opening, core and closing activity. It means that asking question placed the highest frequency of use. And then, asking question combined with text and dialogues about 13 (32,5%) utterances. It means that this type was the second popular technique used by the teacher. On the other hand, asking question combined with picture were about 5 (12,5%) utterances. It was found at the second meeting in the core activity. It means that this type was the third ranked technique used by teachers.

DISCUSSION

There are some reasons the teachers in using the elicitation techniques stated by Doff (1988). Mainly it is used to get the student's response. From this response, teacher can know how about his/her student's knowledge. Teacher elicits for a range of reasons, including to encourage students to participate in the classroom, to manage the class, engage the students with content, to know students understanding, can build students' interesting to the material, can motivate the students to participate by stimulating their curiosity, to activate students' thinking or students' imagination, to elicit new vocabulary and structure.

Based on the interview with the teacher, there were five reasons of the use of elicitation techniques by the teacher in teaching speaking skills, namely to encourage students to participate in the classroom, to know students understanding, to build students interesting to the material, to motivate the students to participate by stimulating their curiosity, to activate students' thinking or students' imagination.

CONCLUSION AND SUGGESTIONS
A. Conclusion

Based on the research's findings, it is obtained some conclusions as follows:
1. Dealing with the types of teacher's elicitation techniques, it was revealed that the teacher used asking question totally 22 (55%) utterances. It was found at the first meeting in the opening activity and at the second meeting in the opening, core and closing activity. It means that asking question placed the highest frequency of use. And then, asking question combined with text and dialogues about 13 (32,5%) utterances. It means that this type was the second popular technique used by the teacher. On the other hand, asking question combined with picture were about 5 (12,5%) utterances. It was found at the second meeting in the core activity. It means that this type was the third ranked technique used by teachers.
2. There were five reasons the use of elicitation techniques by the teacher in teaching speaking skills; (1) To encourage students to participate in the classroom, (2) To know students understanding, (3) To build students interesting to the material, (4) To motivate the students to participate by stimulating their curiosity, (5) To activate students' thinking or students' imagination.

B. Suggestions

There are some contribution points suggested as the following:
1. The teacher is expected not to answer the question herself. Teacher can give more time to students for answering the question or teacher do more elicitation to direct students to answer.
2. The students can improve their skills by a chance to talk and explore their ideas in learning process especially in speaking. It is suggested to other researchers to conduct further studies in English classroom especially elicitation technique, which will be very useful as a reference to the teachers in teaching English.

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