



Teacher's Elicitation Techniques in Teaching Expressing Agreement for 8th Grade Students at UPT SMP Negeri 17 Medan

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ABSTRACT

This study investigates the types of elicitation techniques used by an English teacher and how these techniques were implemented in teaching expressions of agreement to Grade 8 students at UPT SMP Negeri 17 Medan. Utilizing a qualitative descriptive design, data were obtained through classroom observations and teacher interviews. The findings indicate that the teacher applied five types of elicitation techniques as proposed by Doff (2013): asking questions, using pictures, texts/dialogues, games/activities, and non-verbal language. Among these, direct questioning and text/dialogue-based elicitation frequently, were mostly employed. These techniques were implemented systematically across the

pre-teaching, whilst-teaching, and post-teaching stages to promote student participation, enhance interaction, and support comprehension. The study underscores the significance of varied elicitation techniques in fostering student-centered learning and improving students' communicative competence.

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INTRODUCTION

In English as a Foreign Language (EFL) classrooms, particularly in Indonesia, teaching is often dominated by teacher-centered approaches that rely heavily on lecturing and rote memorization. This mode of instruction frequently leads to minimal student participation and limited classroom interaction. Numerous studies have emphasized the importance of student-centered learning that fosters communication,

critical thinking, and active engagement (Doff, 2013; Walsh, 2013). According to Ariatna (2013), regardless of how well-designed an educational system is, the teacher serves as the key mediator, interpreter, and implementer of its goals. To meet students' learning standards, teachers must improve the quality of their teaching by applying innovative techniques that align with students' conditions and encourage active participation in classroom interaction. In response, educators are encouraged to implement elicitation techniques to activate student response, stimulate thinking, and create interactive learning environments.

Elicitation techniques refer to instructional strategies used by teachers to prompt student responses without providing direct answers. These include asking questions, using visuals, integrating games, presenting texts or dialogues, and employing gestures or other non-verbal cues to encourage learners to express ideas and interact meaningfully. According to Doff (2013), elicitation techniques can be categorized into five types: (1) asking questions, (2) combining questions with pictures, (3) using games or activities, (4) using texts or dialogues, and (5) using non-verbal language. Beyond being a teaching strategy, elicitation functions as a communicative tool that helps build students' interactive and speaking competence.

Despite the theoretical benefits, many EFL teachers in Indonesian junior high schools still emphasize structural aspects of language and adopt passive instructional modes. At UPT SMP Negeri 17 Medan, classroom observations revealed that students were often reluctant to participate, particularly in communicative tasks such as expressing agreement. This raises a crucial question: to what extent are elicitation techniques utilized effectively, and how are they implemented during classroom instruction?

To address this issue, the present study aims to investigate: (1) the types of elicitation techniques used by the English teacher, and (2) how these techniques are implemented in teaching expressions of agreement to eighth-grade students. This research is grounded in Doff's (2013) theoretical framework on elicitation and supported by classroom discourse perspectives (Walsh, 2013). The findings are expected to offer insights into practical teaching strategies that promote meaningful communication and student engagement in EFL settings.

METHOD

This study employed a descriptive qualitative research design to explore the use of elicitation techniques in teaching expressing agreement. As suggested by Creswell (2018), qualitative research emphasizes natural settings, the role of the researcher as the key instrument, and the use of multiple data sources to understand participants' meanings. The research focused on how an English teacher at UPT SMP Negeri 17 Medan applied various elicitation techniques in classroom interactions during the second semester of the 2024/2025 academic year.

The research was conducted at UPT SMP Negeri 17 Medan, involving one English teacher who taught eighth-grade students. The participant was selected purposively due to their role and experience in teaching English using interactive strategies. The classroom context and natural teaching activities were central to this study, although individual students were not interviewed directly.

Data were collected through two primary methods: observation and interview.

1) Observation

The researcher conducted two classroom observation sessions to identify the types of elicitation techniques used by the teacher. A structured checklist was developed based on Doff's (2013) five elicitation types: (1) asking questions, (2) combining questions with pictures, (3) combining with games or activities, (4) combining with texts or dialogues, and (5) using non-verbal cues. Observations were recorded using a marking sheet and supported by video recordings to enhance accuracy and enable detailed review, as suggested by Phillips et al. (2021).

2) Interview

A semi-structured interview was conducted with the teacher to gather deeper insights into how and why specific elicitation techniques were applied. The interview was audio-recorded, and field notes were taken to capture relevant non-verbal cues and contextual factors. The interview protocol was guided by open-ended questions designed to explore the teacher's implementation strategies.

The data were analyzed using the model proposed by Miles and Huberman (1994), which includes three key steps: data reduction, data display, and conclusion drawing.

1) Data Reduction

Raw data from observations and interviews were summarized and filtered to focus on relevant patterns, such as the frequency and context of each elicitation technique. The aim was to identify key themes related to the use and function of elicitation in teaching expressing agreement.

2) Data Display

The reduced data were organized in tables and narrative descriptions to make patterns clearer. For example, each type of elicitation technique was categorized based on its frequency and function during the observed lessons. This process allowed for clearer interpretation of teacher strategies.

3) Conclusion Drawing and Verification

Conclusions were drawn based on both observation and interview findings, then cross-verified with existing theories and literature to ensure reliability. The final conclusions addressed how elicitation techniques were used to facilitate student engagement and understanding during English lessons.

RESULTS

Types of Elicitation Techniques Used by the Teacher

This section presents the findings from two classroom observations conducted at UPT SMP Negeri 17 Medan. The data collected aimed to identify the types of elicitation techniques employed by the English teacher in teaching expressions of agreement. Based on Doff's (2013) framework, five types of elicitation techniques were observed.

Table 1 below shows the frequency of each elicitation technique used across the two observation sessions.

<i>Table 1. Frequency of Elicitation Techniques Over Two Sessions</i>				
No	Elicitation	Session 1	Session 2	Total
1	Asking Question	38	31	69
2	Asking Questions Combined with Pictures	2	1	3
3	Asking Questions Combined with Games or Activities	2	2	4
4	Asking Questions Combined with Texts and Dialogues	26	21	47
5	Asking Questions Combined with Non-Verbal Language	3	4	7

From the data, Asking Questions (AQ) was the most frequently used technique, with a total of 69 occurrences. This was followed by Asking Questions Combined with Texts/Dialogues (AQT), which appeared 47 times. The use of visual aids (AQP), games/activities (AQG), and non-verbal language (AQN) occurred less frequently but were still implemented throughout the sessions.

Implementation of Elicitation Techniques in Teaching Expressing Agreement

To answer the second research question, interview data were analyzed to understand how elicitation techniques were applied by the teacher during different stages of the lesson.

1) Pre-Teaching Phase:

The teacher primarily used direct questioning (AQ) to activate prior knowledge and initiate interaction. Questions such as “What did we study last time?” and “Who is absent today?” were used consistently at the start of each lesson.

2) Whilst-Teaching Phase:

The teacher implemented a combination of AQ, AQP, AQT, and AQG. Visual aids (pictures), reading texts, and structured dialogues were used to support understanding. Games like ball toss and role- playing were applied to engage students in responding and expressing agreement. These strategies allowed students to interact not only with the teacher but also with peers.

3) Post-Teaching Phase:

The teacher returned to AQ to review and summarize the lesson content. Questions encouraged students to reflect on what they had learned and practice expressions of agreement one more time before the class ended.

These implementations demonstrate a structured and varied use of elicitation techniques across the stages of teaching. The teacher adapted the techniques based on lesson objectives and student needs to promote active learning.

DISCUSSION

The findings of this study reveal the strategic use of various elicitation techniques by an English teacher in facilitating student learning, particularly in teaching expressions

of agreement. The study provides insights into how these techniques were applied in real classroom settings and how they contributed to promoting student engagement, understanding, and participation.

Types and Frequency of Elicitation Techniques

The teacher employed all five types of elicitation techniques proposed by Doff (2013), demonstrating an understanding of how to vary classroom questioning strategies. Among them, Asking Questions (AQ) was the most frequently used, reaffirming its central role in initiating interaction and assessing comprehension. This aligns with Doff's assertion that questioning is the foundation of interactive language teaching and with Husna (2018) and Rastari (2023), who found that strategic questioning increases motivation and speaking confidence.

However, unlike Wagner et al. (2022), who emphasized the importance of question scaffolding to accommodate diverse learner needs, this study did not explore the differentiation of question types in depth. This suggests an area for future improvement and research: how varied and scaffolded questioning can support mixed-ability classrooms more effectively.

Other elicitation techniques—pictures (AQP), texts/dialogues (AQT), games (AQG), and non-verbal cues (AQN)—were used less frequently but played important roles in contextualizing abstract language and engaging students with different learning preferences. The integration of visual prompts and dialogues supported students' comprehension by connecting language input with real-life contexts, supporting claims by Harmer (2007) and Thuy (2011). This approach proved particularly effective for enhancing interpretive and critical thinking skills.

The use of games and interactive activities such as "Tepuk Jawa" and ball-toss games created a dynamic and less intimidating learning environment. These findings support Shvets (2023), who argued that interactive techniques enhance classroom participation. Nonetheless, while effective, the games used in this study were traditional and limited in scope. Unlike Wu (2024), who advocated for technology-based games to support digital learning environments, this study highlights a missed opportunity for integrating digital tools in language learning—something worth exploring in future implementations.

Non-verbal cues such as nodding, pointing, and using gestures, while less systematically applied, appeared to enhance clarity and inclusivity, especially for students with limited verbal proficiency. These findings are consistent with Febriantini et al. (2021) and Liu et al. (2016), who emphasized the role of non-verbal communication in bridging comprehension gaps. The unconscious but effective use of gestures suggests a natural teacher instinct that can be consciously trained for greater impact.

Implementation in Lesson Stages and Pedagogical Impact

The results show that elicitation techniques were not used randomly but were strategically implemented across different stages of the lesson: opening, whilst-teaching, and closing. In the opening phase, questioning served to activate prior knowledge and set a collaborative tone—practices consistent with Doff's (2013) model and supported by Halim & Halim (2019), who emphasized diagnostic questioning to reduce student anxiety.

During the main teaching phase, the teacher used a mix of techniques— especially AQ, AQP, AQT, and AQG—to maintain student interest and contextualize the material. The deliberate use of visuals, texts, and activities helped students grasp the structure and use of agreement expressions through observation, discussion, and peer interaction. While teacher-student interaction dominated, the findings suggest an opportunity to increase peer- to-peer dialogue, aligning with Shvets' (2023) recommendations on building communicative competence through student collaboration.

In the closing phase, the teacher returned to direct questioning to encourage reflection and review. This cyclical pattern of elicitation promotes metacognitive thinking, enabling students to internalize and articulate their learning. As noted by Walsh (2013), such reflective questioning consolidates understanding and supports long-term retention.

CONCLUSION

This study investigated the types of elicitation techniques used by an English teacher and how these techniques were implemented in teaching expressions of agreement to eighth-grade students at UPT SMP Negeri 17 Medan. The findings demonstrated that the teacher applied all five types of elicitation techniques proposed by Doff (2013): asking

questions, combining questions with pictures, texts/dialogues, games/activities, and non-verbal language. Among these, direct questioning and the use of texts/dialogues were employed most frequently, while visual, interactive, and non-verbal techniques were applied selectively to enhance engagement and comprehension.

The results also showed that elicitation techniques were systematically implemented at different stages of the lesson—introduction, whilst-teaching, and closure—demonstrating pedagogical planning and responsiveness to student needs. These techniques played a key role in promoting classroom interaction, critical thinking, and communicative competence in a student-centered learning environment.

While the study offers valuable insights into practical teaching strategies, it is limited by its small sample size and the focus on a single teacher and school context. Future research could explore elicitation practices across multiple classrooms, include student perspectives, and examine the impact of digital elicitation tools. Further studies may also investigate how question scaffolding and peer-led elicitation influence student participation and learning outcomes in more diverse educational settings.

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