

CHAPTER I

INTRODUCTION

This chapter introduces a general description of the paper. It provides the background of the research, research questions, aims of the research, and significance of the research. Then, it is followed by research methodology which consists of research design, subject of the research and data collection method. Finally, clarification of terms and organization of the paper are presented at the end of the chapter.

1.1 Background of the Research

Teaching processes in the class involve teacher and students interactions. They are usually started by opening the session, followed by conducting main activity, and ended with closing the session. In the main activity, teachers usually give instructions to the students, elicit the students while giving the materials and give feedback for the students' work all involve teacher's talk. One of the teacher's talk which plays an important role in the lesson is elicitation.

Darn (2009) states that eliciting is a technique which describes a range of techniques which enable teachers to provide the students with information rather than give the answer. Furthermore, Darn explains that eliciting is used to ask learners to come up with vocabulary and language forms and rules, and to brainstorm a topic at the beginning of a skill lesson. In other words, eliciting is used to generate relevant information about a word or a concept from the learners and confirm the meaning or basic idea of a word through an interaction among them.

Case (2009) says that elicitation can make students listen and understand, increase students' talking time, and measure what students have already known. However, teachers should monitor the level of language they use when they ask questions to the students because their questions will affect the students' comprehension or language production (Suherdi, 2010). It means that, it is teachers' responsibility to make their students speak English as much as they can by asking them to use English during the class.

Based on the phenomena above, teachers should not translate every word or sentence they use in the class. They can use picture or gesture in explaining new words. Besides, Cameron (2001) states that simple and appropriate language should be used by the teachers in eliciting information from the students. Moreover, Cameron says that they need skills in analyzing learning tasks and using language when they teach new ideas to children.

Several studies have investigated teacher's English elicitation in EFL classroom. Nurokhmah (2009) investigated elicitation techniques used by the teacher to encourage students' talk of the third year of senior high school students in Semarang. Moreover, Shin & Wang (2012) observed questioning patterns at a cram school in Taiwan. In addition, Darn (2009) investigated his students in Izmir University, Turkey. All of them found that eliciting could stimulate the students' oral communication. Besides, the team of Griffith Project (2004) state that Australian research found that essential elements of oral communication are listening and understanding, speaking, and sharing information. Those elements are included in the advantages of elicitation stated by Case (2009).

The preliminary observation conducted by the researcher found that elementary schools' teachers still use Bahasa Indonesia when they teach English in the class. They ask many questions in Bahasa Indonesia and do not ask their students to use English during the class. Besides, they do not speak clearly and speak in low tone since they are not really confident to use English in front of their students. This problem occurs because the teachers keep thinking that their students will not understand them if they speak in English. This misconception is opposed to what Saville and Troike (2006) state that children will never acquire such language-specific knowledge unless that language is used with them and around them.

Considering those phenomena discussed above, this research is eager to conduct an investigation to describe students' responses toward English elicitation techniques in EFL young learners' classroom. In addition, this research is important to conduct since investigation of English elicitation in young learner classroom is rarely conducted.

1.2 Statement of the Problem

Based on the background previously mentioned, the research is conducted to answer this following question:

1. What are the students' responses toward English elicitation techniques that are implemented in EFL young learners' classroom?

1.3 Aim of the Research

Considering the background and the research questions above, the aim of the research is:

1. to describe the students' responses toward the teacher's English elicitation techniques implemented in EFL young learners' classroom.

1.4 Scope of the Research

The research focuses on the description of classroom language, specifically the elicitation techniques implemented by English teacher and the students' responses toward English elicitation techniques that are implemented in EFL young learners' classroom. The research is conducted at one public elementary school in Cimahi. The class consists of fifty five students.

1.5 Significance of the Research

Generally, the research is expected to describe the students' responses toward English elicitation techniques that are implemented in EFL young learners' classroom. Theoretically, this research can give information related to elicitation technique and the students' responses in teaching and learning process. Practically, it is expected that the investigation can give a fresh thought for English teachers, especially elementary schools teachers, about the techniques in eliciting their students. Moreover, it can be used as a self monitor for teacher's language which gives inspiration and contribution for English teachers to develop English teaching for young learners in Indonesia. In addition, it will provide more information as reference to those who are interested in investigating elicitation in

English young learners' classes for next researchers, education students and English department students in future research.

1.6 Research Method

The research employs qualitative descriptive method which is all about exploring issues, understanding phenomena and answering questions (Airasian, Mills, Gray, 2006). Moreover, the research uses descriptive approach since it tries to describe rather than to count. In this research, the researcher has role as an active participant observer. Thus, the researcher can engage in teaching process actively and observe the outcomes of her teaching naturally (Airasian, Mills, Gray, 2006). Therefore, the teacher means the researcher.

There are two kinds of data in the research namely, video transcription and teacher's journals. Transcriptions are made during observation process from video to capture the students' responses toward English elicitation techniques implemented by the teacher. Moreover, teacher's journals are used to review the students' responses when the teacher implements elicitation techniques.

There are several steps to analyze and identify the obtained data. First, transcriptions from the video recording, which describe teacher and students' activities during class session, and teacher's journals, which describe experiences and the students' responses regarding teacher's elicitation in English sessions, are analyzed and interpreted to find the students' responses toward the teacher's elicitation techniques using some framework from Chapter II. Further elaboration of research method is on Chapter III.

1.7 Clarification of the Terms

There are some significant terms in the research that need to be clarified for avoiding misinterpretation, they are:

a. Students' response

Based on Suherdi (2010), students' response is an action from the students during interaction process in the classroom. In this study, students' responses mean students' actions toward teacher's elicitation.

b. Elicit

According to *Cambridge Learner Dictionary* (Walter, 2004), elicit is an action aimed to get information or a reaction from someone.

c. Teacher's elicitation

In this study, teacher's elicitation is a set of ways used by the teacher to get information or response from the students in the classroom.

d. Young learners

Young learners in this study are defined as children between the ages of 10-11 (Nunan, 2005: 2).

e. Researcher as a teacher

In this study, researcher is an active participant observer. It means that the researcher can engage in teaching actively and observe the outcomes of her teaching naturally (Airasian, Mills, Gray, 2006). Therefore, the researcher means the teacher.

1.8 Organization of the Paper

The paper will be organized as follow:

CHAPTER I Introduction

This chapter contains background of the research, research question, aim of the research, scope of the research, significance of the research, research methodology, clarification of terms applied in the research, and organization of the paper.

CHAPTER II Theoretical Foundation

This chapter provides the review of theories and concepts which are related to the basis of teacher's elicitation as the research problem. All of them serve as the fundamental references in conducting and analyzing the research about teacher's elicitation in EFL young learners' classroom.

CHAPTER III Research Methodology

This chapter tells the methodology used in the research. It consists of the research design, subject of the research, data collection techniques, and data analysis.

CHAPTER IV Findings and Discussion

This chapter presents the findings and discussion of the research. The findings are explained based on the research questions. Then, they are discussed in the discussion part.

CHAPTER V Conclusions and Suggestions

This chapter draws interpretation of the research in the form of the conclusion and delivers some suggestions regarding teacher's elicitation for further research.

1.9 Concluding Remark

This chapter has discussed introduction of the research titled '*Students' Responses toward Teacher's English Elicitation in EFL Young Learners' Classroom*'. The importance of elicitation to improving students' oral communication is the basis of the research. Thus, a descriptive study is conducted to describe the students' responses when the teacher implements the elicitation techniques. In giving brief explanation of the whole paper, organization of the paper is explained at the closing part.