

# CHAPTER 1

## INTRODUCTION

This chapter introduces the present study. It provides background of the study, research questions, objectives of the study, scope of the study, and significance of the study. It also presents sites and respondents, methodology, establishing trustworthiness, clarification of key terms, and organization of the research paper.

### 1.1 Background

One of the objectives of teaching English as a foreign language is that students should be able to speak the target language (Hughes, 2002: 47). It means that students should be able to communicate English fluently and accurately. In classroom interaction teachers adopt the target language to promote the communication between learners and themselves. In this way students practice the language by responding to what their teachers say. In other words, students are expected to actively participate in learning English. However, the result of students' acquisition particularly in speaking skill has not been satisfactory yet (Mulardi, 2000).

Many classroom activities lack of students' interaction and the students have little opportunities to practice English orally in the classroom. Besides, many students feel anxious to speak in the class (Padmadewi, 1999) and are likely to keep silent or tend to be passive when their teacher asks them some questions (Tutyandari,

2005). Those problems contribute to losing students' interest and enthusiasm to speak in the classroom. As a consequence, the classroom loses its active atmosphere.

Based on School Based Curriculum (2003), the standard competence of teaching speaking skill in Senior High School is expressing the meaning in transactional and interpersonal conversation in daily life context. If the students cannot express their intentions or their ideas, the standard competence will not be achieved. Thus, the acquisition of students' speaking is far from being successful. The phenomenons above gives raise a question whether or not teachers apply appropriate ways or techniques in presenting the lesson.

Learning a foreign language is more difficult than learning students' mother tongue. Therefore, a good teacher should choose an appropriate technique to make it easier for them to learn (Mujayanah, 2004: 2). Additionally, Semiawan & Joni (1993) state that a teacher is recommended use a teaching technique to enable students to use their communication competence optimally. Therefore, to get students' contribution in learning process, a teacher should apply appropriate techniques so that students can actively participate in the class.

In addition, to design and apply a technique in classroom interaction, the teachers need to be aware of implementing classroom interaction so that students can easily to follow and understand the lesson given. Brown (2000: 275) summaries that techniques should fulfill student's needs, encourage students' motivation, provide

appropriate feedback and correction, and give students opportunities to initiate oral communication.

In stimulating students' talk and discouraging students' silence in the classroom, the teachers may employ some appropriate techniques. One of which is to employ eliciting techniques. Coulthard (1975: 28, as cited in Nurokhmah, 2009) mentions that there are six eliciting techniques to raise classroom language, i.e. eliciting inform, eliciting confirm, eliciting agree, eliciting commit, eliciting repeat, and eliciting clarify. Moreover, Slattery & Willis (2001: 48-49) also state that there are five ways of eliciting language in the classroom, i.e. wh-questions, questions using intonation only, questions using inversion, unfinished sentence questions with rising intonation, and either/or questions.

Based on the explanations above, it can be said that teachers are required to be well prepared in presenting the lesson through supported activities or techniques including eliciting techniques to stimulate students' talk in the classroom. In other words, eliciting techniques can help students activate their communicative competence and use English language to express their feelings and ideas. As a result, classroom interaction will run more effectively and efficiently.

The previous studies 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 10<sup>th</sup> 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.

Based on the consideration above, the present study tries to investigate the eliciting techniques used by the teachers to stimulate students' talk in classroom interaction. It also focuses on students' responses and teachers' feedback towards students' responses.

## **1.2 The Research Questions**

The study is conducted to answer the problems formulated in the following questions:

1. What eliciting techniques do teachers apply to stimulate students' talk in classroom interaction?
2. How do students respond to teachers' eliciting techniques in classroom interaction?
3. How do teachers give feedback to students' responses in classroom interaction?

## **1.3 The Objectives of the Study**

Based on the research questions formulated above, the study aims to:

1. investigate the eliciting techniques teachers apply to motivate students to talk in classroom interaction.
2. investigate the ways students respond to teachers' eliciting techniques in classroom interaction.
3. investigate the ways teachers give feedback to students' responses in classroom interaction.

#### **1.4 The Scope of the Study**

Based on Indonesian educational system, English is taught in four skills, one of which is speaking skill. The study focuses on students' talk particularly in classroom interaction. In other words, the study covers teachers' eliciting techniques based on Coulthard (1975: 28) and Slattery & Willis (2001: 48-49) theories. The theories are employed by the teachers in stimulating students' talk in four classes at one of the senior high schools in Bandung. The analysis centers on teachers' abilities in applying the eliciting techniques in classroom setting from beginning through the end of learning process.

#### **1.5 The Significance of the Study**

The study hopefully can describe how teachers applied the eliciting techniques particularly in simulating students' talk in the classroom. The findings of the study are expected to contributing theoretically and practically to the improvement of teaching and learning process. In addition, the findings can give

teachers some valuable inputs and references to develop their teaching performances in the classroom. Moreover, the result of the study can provide valuable information and serve as document for English teachers especially for the teachers at the school being investigated.

The study is also important for the students. It is expected that the students can more actively participate, not anxious to speak English, brave in answering teachers' questions, and they are able to communicate English well. Furthermore, the study can give contribution for the other researchers as their references in conducting further research. They may get other techniques to encourage students to talk or they can also develop another study to solve the problems as contribution for improving our education.

## **1.6 Sites and Respondents**

This study is conducted at Senior High Laboratory School UPI Bandung. The school is located in Indonesia University of Education (UPI). The respondents are two English teachers of tenth and eleventh grade as well as their students in each class. Both of the teachers are male, and they have a lot of experiences especially in teaching conversation. Therefore, the study focuses on the techniques or any utterances used by the teachers to elicit students' talk and students' responses towards teachers' eliciting techniques in classroom interaction setting.



## **1.7 Methodology**

### **1.7.1 Research Method**

This study uses a descriptive and interpretative method. According to Denzin and Lincoln (1987, as cited in Moleong, 2006), qualitative research employs natural setting to describe a phenomena. Hence, the study aims to investigate and to describe the implementation of teachers' eliciting techniques in classroom interaction.

In addition, Bodgan and Taylor (1975, as cited in Moleong, 1998: 3) describe that "descriptive study is the research which produce issues as many as possible concerning to the subject being investigated while the assumption are based on the presented findings, then it is analyzed to get conclusion". Therefore, the study tries to investigate and to describe eliciting techniques used by teachers to elicit students' talk in classroom interaction, describe how students respond to teachers' eliciting techniques and describe how teachers give feedback towards students' responses. Then, the research findings analyzed based on Coulthard (1975) and Slattery & Willis (2001) theories to get conclusions.

### **1.7.2 Techniques of Data Collection**

The research data are collected from four instruments. The instruments are used to collect the research data (Moleong, 1996). The data are gathered through classroom observation, video recording, field notes, and document analyses. The instruments are explained as follows:

## **1. Classroom Observation**

The observation uses direct observation in observing teachers' techniques which are used to elicit students' talk in classroom interaction. Best (1981) argues that in gathering the data, direct observation may make an important contribution to descriptive research. In addition, certain information can be obtained using direct examination by the researcher. During observation, the researcher plays role as non-participant observer.

## **2. Video Recording**

Video recording is used for capturing natural interaction in classroom. Burns (1999) says that recording can be valuable for researchers in providing actual data for analyzing teacher's data and student's behavior in the classroom.

## **3. Field Notes**

A field note is useful to record teacher's behavior and any detailed information about teaching and learning process that could not be recorded in video recording. It could also be used as additional material to analyze the use of eliciting techniques by the teachers.

## **4. Document Analyses**

Finally, the document analyses are important to support the data gathered from other sources. Yin (1994: 80, as cited in Tellis, 1997) states that documents can be



letters, memoranda, agendas, study reports, etc. The study gathers the documents of teacher's lesson plan.

### **1.7.3 Data Analysis**

The data gathered from video recording, field notes, and lesson plan are analyzed by using some steps. In analyzing the data, the study uses Suherdi's (2007) framework of classroom discourse analysis such as transcribing the data and then analyzing the data based on some procedures. The analyses (Suherdi, 2007) are elaborated below.

#### **1) Transcribing**

One way to handle data collection through recording is to transcribe it. The transcription is considered as pre-analysis. The study uses this transcription as the main written data to be analyzed.

#### **2) Procedure of analysis**

The analysis undergoes some steps of analysis as follows:

Step1. Assembling the data collection through classroom observation and transcription. It includes the field notes and teacher's lesson plan to complete the data.

Step 2. Coding the data by labeling the transcription into teacher (T), students (Ss), and (S) for single student.

Step 3. Identifying the function of utterances or exchanges by considering the meaning boundaries and separate them into moves.

Step 4. Dividing the transcription into exchanges and analyzing the exchanges based on Coulthard (1975) and Slattery & Willis (2001) theories.

Step 5. Analyzing the exchanges and giving them comments.

Step 6. Reporting the interpretations and results. After assembling and coding the transcription, the findings are reported systematically using the pilot test sample.

## **1.8 Establishing Trustworthiness**

Alwasilah (2002) states that “the trustworthiness is the truth, which is resulted from the description, conclusion, interpretation and other kinds of reports”. It means that the standard of an investigation to be accepted is trustworthiness. To make the study trustworthy, the strategies proposed by Burn (1999) are applied as follows:

### **1.8.1 Triangulation**

According to Burn (1999), triangulation is a way of arguing that “if different methods of investigation produce the same result then the data are likely to be valid”. The study is conducted through four methods of collecting data, i.e. classroom observation, video recording, field notes, and document analyses.

### **1.8.2 Feedback**

Alwasilah (2002) states that feedback comments and critiques are necessary to identify validity bias and researcher's assumption as well as the weaknesses of the research. Therefore, the study asks the feedback and comments from the research advisor and expert.

### **1.8.3 Member Checks**

To be confident with the validity of the study, the study recognizes the supporting result. Hence, after analyzing the data, the study asks the involved participant to read the data analysis and the interpretation.

## **1.9 Clarification of Key Terms**

To avoid unnecessary misunderstanding and ambiguity, some terms used in the study are clarified as follows:

### **1.9.1 Teachers' techniques**

Techniques are ways in presenting the language to the students (Brown, 1995: 14). Hence, teachers' techniques are a set of ways or techniques used by the teachers in doing something in achieving certain objectives.

### **1.9.2 Eliciting Techniques**

According to Cambridge Learner's Dictionary (Walter, 2004), eliciting is aimed to get information or a reaction from someone. Thus, eliciting techniques is a way used by the teacher to get students' responses in classroom.

### 1.9.3 Classroom Interaction

Brown (2001) states that “interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other.” Therefore, classroom interaction is a place in which the teachers and students are interacting each other to get certain information such as asking and answering questions, making comments, and discussing.

## 1.10 Organization of the Research Paper

The research study is organized into five chapters. Each chapter is subdivided into subtopics that elaborated the given issue. The chapter is arranged as follows:

**Chapter I** is introduction. It includes the background of the study, the research questions, the scope of the study, the objectives of the study, the significant of the study, site and participants, methodology, clarification of key terms, and organization of the research paper.

**Chapter II** is theoretical foundations of the topic. It provides theoretical foundation of the study which is relevant to be used in conducting the research. The theoretical views include the nature of techniques and some techniques used by the teachers in stimulating students’ talk.

**Chapter III** focuses on research methodology. It includes research design, site and participants, research procedure, instruments, ethical consideration, establishing trustworthiness, data analysis, and notes from the pilot study (pilot test).

**Chapter IV** elaborates findings and their discussions. It provides answers of the research problems. It also supplies the result of the research which consists of findings (data presentation).

**Chapter V** is conclusions and recommendations. It summarizes the findings and their discussions. In addition, recommendations for further researchers are offered.

