

Elicitation Techniques in Turn-taking Practices in EFL Classroom Interaction

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Abstract

This research aimed to analyze the practice of elicitation technique in EFL classroom interaction. The research was conducted in descriptive qualitative method. There were three English teachers taken as participant. The data were collected by observation. The data analysis was followed by Gay (2010). The result of this research revealed eight types of elicitation; elicit: inform, elicit: confirm, elicit: product, elicit: choice, elicit: repeat, elicit: process, elicit: clarify, and elicit: agree were used by English teachers. Elicit: inform was the most frequent type of elicitation used which reached 58,30 %. This indicates that English teachers had applied elicitation techniques in turn-taking practices in EFL classroom interaction.

Keywords: Elicitation techniques, turn taking practices, Classroom interaction

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1. Introduction

The successful of teaching English as a foreign language depends mostly on the teachers' techniques in increasing students' interaction in the classroom. English teachers should be able to create the conducive atmosphere in classroom interaction. To do this, teachers can use various techniques to be applied in EFL classroom, so that students can easily follow and understand the lesson given (Brown 2000). One of the technique can be used to increase the interaction in the classroom is elicitation technique. Classroom interaction and instructional conversation often includes teachers' elicitation which generate information, increase students' participation

and greater students cognitive development (Nathan and Kim, 2007).

Elicitation means asking student for their ideas and suggestions, getting them to contribute what they know already, and encouraging them to guess new words (Doff, 1988). Elicitation focusing the students attention and making them think, encourage the students to draw on what they already know or partly know, and give the teacher a chance to see what students know and what they do not know.

Elicitation technique which request for students' verbal response is commonly employed by teachers in EFL class. Sinclair (1975) defines elicitation as an initiating question of which the function is to gain the

verbal respond from another speaker. Elicitation respond can be non verbal such as nod or raised hand. Rosenberg (2009) describes that elicitation is a process of drawing out something or provoking a respond. Using elicitation in classroom makes the students more active in giving their opinions and ideas. As Thuy (2011) asserts that elicitation techniques are considered effective tools that teachers should use in order to stimulate and get their students to raise their voice in class,

There are several types of elicitation. Mehan (1979) explains four different types of elicitation. They are choice elicitation, product elicitation, process elicitation and meta process elicitation. Choice elicitation calls upon to agree or disagree with a statement, product elicitation ask student to provide the factual respond such as name, place, date or color, process elicitation asks for opinion or interpretation, and meta process elicitation asks the students to formulate the ground of their reasoning.

Furthermore, Coulthard (2002) defines six types of elicitation, they are inform, confirm, agree, commit, repeat, and clarify elicitation. Inform elicitation is elicitation in which invites the addressee to supply a piece of information. Confirm elicitation is elicitation in which the addressee to confirm the speaker's assumption. The third, agree elicitation is those which invite the addressee to agree with speaker's assumption. Commit is another type of elicitation which more than just verbal respond, it is also a kind of commitment. Then repeat is a elicitation in repetition of the utterance preceding the elicitation, realized by wh- question. The last one is clarify in which a clarification of utterance.

The previous research showed that elicitation techniques significantly contributed to teaching learning process. It can create students centered learning (Huyen, 2006; Nurokhmah, 2009). Darn (2008) also states that elicitation techniques is preferable method that help promote students' involvement in the lesson and develop learner-centered classroom. A research conducted by Islamiyah (2012)

also found that elicitation was used by English teachers in EFL classroom which aimed to guide the students involved in the lesson.

Taking turn in classroom interaction is usually done by teacher in teaching English skills. Turn-taking, or the means by which the teachers and students take hold and relinquish the speaking floor, is fundamental to all both within and beyond IRE-based interaction (Poole 2010). English teacher should have conscious consideration how to manage the turn talking in classroom interaction. There are some perceptions about how the way turn-taking work in classroom interaction. All can give the description about the series of activities that had been used in practicing turn-taking in classroom interaction. In classroom interaction, all patterns of turn taking are natural and had been applied by English teachers (Carroll, 1994).

Since elicitation is one of teachers' techniques in classroom turn-taking practices, it is needed to do observation about how these elicitations applied in the classroom interaction. Based on the consideration above, this research was conducted to describe the elicitation techniques in classroom turn-taking practices used by English teacher in EFL classroom. It is viewed not from the procedures but focus on the types of elicitation suggested by Mehan and Coulthard.

2. Method

The research was done in descriptive qualitative. It was aimed to figure out elicitation techniques used by English teachers in classroom interaction. To collect the data, three English teachers were taken as participant. They have been teaching for almost ten years. The data of this research were spoken data from teacher-students' utterances in classroom interaction.

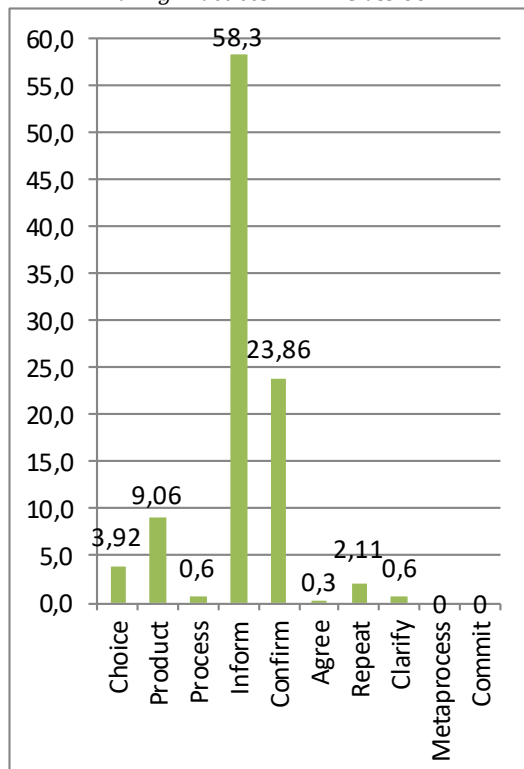
After the interaction recorded, all utterances was transcribed writtenly. Then the utterances were classified to the types of elicitation techniques based on Mehan (1979) and Coulthard (2002). Moreover, in order to sort out the types of elicitation

techniques used by three English teachers and students' response were counted quantitatively as well as the average length of types of elicitation techniques mostly used.

3. Findings and Discussion

After conducting the research, the data then were analyzed to find out the elicitation techniques used in EFL classroom. The table below showed the result of the research.

Figure 1. Elicitation Techniques Applied in Turn Taking Practices in EFL Classroom



The graph above shows the elicitation techniques in classroom turn-taking practices used by English teachers. Teachers used 19 (3.92 %) choice elicitation, 30 (9.06 %) product elicitation, 2 (0.6) process elicitation, 193 (58.30%) inform elicitation, 79 (23.86%) confirm elicitation, 1 (0.30%) agree elicitation, 7 (2.11%) repeat elicitation and 2 (0.60%) clarify elicitation. There is no metaprocess and commit elicitation used by teachers.

The types of elicitation used in different numbers. The elicitation type that mostly used by teachers is elicit: inform. The result of the research showed that elicit:

inform placed the highest frequency with the total number 193 out of 331 which reached 58.30 %. It means that elicit: inform is the most frequent type of elicitation used by English teachers in EFL classroom. The reason can be rationalized since the subject taught is English. Many English teachers prefer to use this type to explain English lesson to the students. It can encourage the students' attention to English materials and sometimes it is useful to check the student understanding before and after learning. This result was similar to the research conducted by Islamiyah (2012) and Usman, et al (2018). They found that the elicit: inform was the most frequent type of elicitation used by teachers in EFL class.

The second type of elicitation that also appear in large number is elicit: confirm (23.86%). It is common teachers' questions in classroom interaction. Different from what Usman, et al (2018) which placed elicit: confirm as the third highest type of elicitation used by teachers. Elicit: confirm invites students to confirm teachers' assumption. In EFL classroom, it is the teachers' common elicitation technique to confirm whether the students had understood the material or not. It can be realized by tag interrogative, declarative and negative question.

The graph above showed that elicit: product is the third type of elicitation used mostly by English teachers ((9.06%). The implementation of scientific approach in 2013 curriculum has made the significance changes in classroom interaction in EFL classroom. Most English teachers have viewed the teaching learning process from the students' side. They have try hard to dig students' knowledge and skill by giving questions to provide a factual response . This kind of elicitation is one of preferable elicitation which is fit to the step in teaching by using scientific approach.

The data in the figure indicates that elicit: choice is the fourth type of elicitation used by English teachers (3.92 %). Teachers used this elicit: choice to call upon the students whether they agree or disagree

with the statement given by the teachers. Elicit: repeat is the fifth type of elicitation used by English teachers (2.11%). This category prospects a repetition of the utterance preceding elicitation. It invites the students to repeat their response because the teacher has not heard it clearly. It is identified by WH question, or utterances like 'say it again', 'pardon', 'sorry', 'could you repeat?'.

The sixth type of elicitation used by English teachers is elicit: process (0.60%). Then, the data in the figure shows that elicit: clarify is the seventh type of elicitation used by English teachers (0.60%). It request for students' repetition of previous utterances because it was incorrect so that they will be aware of their mistake. It is known by WH interrogative or high key repetition of a word or phrase in the preceding utterance. Surprisingly, elicit: agree only appear once (0.3%). The function of elicit agree is to ask for students agreement towards teachers' assumption which is self-evidently true. It can be applied by tag question. From the result, it also can be seen that there is no metaprocess and commit elicitation used by the teachers. It is probably caused by some factors such as, It is not easy for student to formulate the ground for their reasoning, so teachers prefer not to ask them to provide the rule or procedure by which they arrived and remember answers. Then, because commit elicitation is more than just a verbal respond in which teachers ask for commitment, some teachers do not take this as one of their ways in teaching.

4. Conclusion

Based on the finding of the research, English teachers had applied various types of elicitation techniques in turn-taking practices, namely elicit: inform, elicit: confirm, elicit; elicit: product, elicit: choice, elicit: repeat, elicit: process, elicit: clarify, and elicit: agree. Elicitation techniques is important to develop students participation in EFL classroom. However, the use of one technique in each meeting still dominated in classroom interaction. Thus the process in teaching learning was still based on the teacher-centered, even though the implementation of 2013 curriculum had

moved the classroom interaction to student-centered.

This research implied that English foreign language teachers need to arise their understanding about the art of elicitation techniques in turn taking practices. Teachers should encourage students' participation and open more opportunities for students to be involved in turn-taking practices by using successful elicitation techniques.

Additionally, it is suggested to English teachers to widen their knowledge and skill in making preparation and delivering question to students. Various techniques of elicitation other than questions like body language, gap-sentence, strategic pausing should also be utilized to elicit students' talk.

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