

CHAPTER I

INTRODUCTION

A. Background of Study

The teaching process in the classroom involves the interaction of the teacher and students. This makes communication between teachers and students very important to achieve the goal of the language itself to communicate. Communication can be verbal or written, formal or informal and one-way or two-way. Communication for EFL must be of a two-way type. Students must be encouraged to use two-way communication. They should not only respond to the teacher's questions, but they should also be encouraged to participate and start speeches rather than just being respondents.

One important technique used by teachers to encourage student participation is elicitation techniques (Sasmita & Tiarina, 2013). Elicitation techniques refer to the techniques used by teachers to elicit student responses and to stimulate students to speak in class (Setiawati, 2017). Elicitation techniques can help students to be active in communicating and using English to express their feelings, thoughts, and ideas in a natural and interesting way. Besides, they help students to overcome their shyness and make them more enthusiastic and eager to speak up. They create a comfortable situation in the classroom.

In Islam also mentioned several learning techniques that can be implemented in the teaching and learning process.

As stated in surah An-Nahl verse 125:

ادْعُ إِلَى سَبِيلِ رَبِّكَ بِالْحُكْمَةِ وَالْمَوْعِظَةِ الْحَسَنَةِ ۗ وَجَادِ لَهُمْ بِالَّتِي هِيَ
أَحْسَنُ ۗ إِنَّ رَبَّكَ هُوَ أَعْلَمُ بِمَنْ ضَلَّ عَنْ سَبِيلِهِ ۗ وَهُوَ أَعْلَمُ بِالْمُهْتَدِينَ

In this verse, teach others with good teaching and refute them in the best way. Same as in the teaching and learning process, it can run well and fluently when there is a conducive interaction between the teacher and students. And wise communication gives a deep impression to students so that "teacher-oriented" will change to "student-oriented". Wise teachers will always provide opportunities for their students to have progress. And it's appropriate with the application of elicitation techniques used by the teacher.

Elicitation techniques help increase student involvement in learning and enhance student centered-learning. They offer students an environment with the opportunity to participate and as a result, they increase student talk time and at the same time reduce teacher talk time. In addition, they make learning memorable because students can connect new and old information and generate dynamic and stimulating ideas. In addition, they promote the cognitive development of students. However, many students have problems speaking English, especially students who are starting to study English subjects. The problem is they feel ashamed to speak in front of their friends and are afraid of making mistakes. As a result, they are silent during the

learning process. The teacher must design activities that can enable students to actively participate in class. One way to get students to participate is to use elicitation techniques. According to Richards & Schmidt (2010), Elicitation as a technique designed to make students actively produce speech or write. Elicitation explains various procedures that allow the teacher to make students provide information rather than giving it to them. Teachers can get ideas, feelings, meaning, situation, etc. Use elicitation techniques in the classroom aim to motivate students in speaking and training students in use of vocabulary, grammar, pronunciation, and fluency.

Several studies have investigated teacher's English elicitation in EFL classroom. Rachmawati Achadiyah (2016) Investigated Teachers' Elicitation Question in English Class at MAN Sidoarjo. Whereas Rahmatul Husna & Zul Amri (2018) investigated The Use of Elicitation Technique in Teaching Speaking to Junior High School Students. All of them found that eliciting techniques could stimulate the mastery of new vocabularies, motivated the students to talk, promoted students' answers, and provoked students' critical thinking.

According to researchers' observations in SD Alam Muhammadiyah Banjarbaru, English teachers teach in a fun way. The teacher often asks questions to students and students answer questions from the teacher. Sometimes the teacher shows the pictures and asks students to guess the picture and the teacher use gestures too. The teaching and learning process in class is very fun and the students don't feel bored. And during this pandemic season the class carries out an online teaching and learning

process through the google meet and google classroom applications. Students and teacher can meet face to face online over there then the teaching and learning process takes place on google meet. While in the google classroom application students can collect their school assignments there and the teacher also can assess them in it. This can also provide a new challenge for the teacher to teach their students via online by using elicitation techniques where it can stimulate students to be more active in the class.

So, the researcher wants to know the types of elicitation technique and also the challenge of elicitation used by the teacher in the class. Based on the explanation above, the researcher wants to conduct a research entitled "The Implementation of Elicitation Technique in Teaching English for Young Learner's".

B. Research Questions

This research is designed to answer these questions:

1. What types of elicitation technique does the teacher use of EFL young learner's in SD Alam Muhammadiyah Banjarbaru?
2. What are the challenges of the elicitation technique does the teacher use of EFL young learner's in SD Alam Muhammadiyah Banjarbaru?

C. Objectives of Study

Objectives of this study are:

1. To know the types of elicitation technique used by the teacher of EFL young learner's in SD Alam Muhammadiyah Banjarbaru

2. To know the challenges of elicitation technique used by the teacher of EFL young learner's in SD Alam Banjarbaru

D. Significance of Study

The researcher hopes this research will be useful for:

1. Teacher

The researcher might be useful to give the teacher knowledge about teaching English using elicitation to students in elementary school. 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.

2. The Further Researcher

This study is expected to give more information as references 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.

E. Definition of Key Terms

1. Elicitation Technique

Darn (2009) stated that elicitation is a preferred method for increasing student involvement in the lesson and developing the learner-centered classroom. In this study, students are expected to be able to participate and respond to their teachers actively in learning so that students are not only silent in class and this can help teachers to find out the level of understanding of students in the learning process.

2. 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. Like using picture, gesture or mimicry, using games and give text/dialog to elicit the student by using elicitation technique. According to Nathan & Kim (2007), "Classroom interaction and instructional conversation often includes teacher's elicitation which generate information, increase students' participation and greater students' cognitive development". (p. 6)

3. Young Learners

According to Cameron (2001), "A young learner is a learner who is between the ages of five and twelve, indicating that the learner is in elementary school". In this study, the young learners that want to research are five graders at SD Alam Muhammadiyah Banjarbaru.

4. English for Young Learners

In this study, the researcher wants to know the types of elicitation by the teacher while delivering material by discussion during the online classroom with an interactive learning and stimulate students by using elicitation technique for teaching in classroom. English for young learners is a course for all English teachers of primary-age students. According to Sawa (2016), Teaching material resources help teachers and make their lessons more appealing to students. A successful lesson for young learners requires good teaching materials and a head full of ideas.