

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

After conducting the research, the researcher obtained the data about the implementation of elicitation technique in teaching English for young learners that stated on the result observation checklist and the interview section. The following table presents the result of data from the observation checklist who filled by the researcher. Based on the results of the processed data, it was found that there were stimulations from teacher to students and also the challenges faced by the teacher to use the elicitation technique.

1. The types of Elicitation Technique used by the teacher in SD Alam Muhammadiyah Banjarbaru

There are four types used by the English teacher in SD Alam Muhammadiyah Banjarbaru. Moreover, the finding from each types of elicitation technique explains as follow:

Table 4.1: The Types of Elicitation Technique

No.	Types of Elicitation technique	Examples
1	Asking Question	<p>Based on the observation which did by the researcher the types of elicitation of asking questions used by the teacher.</p> <p>This is the dialogue that faced at class</p> <p><i>T: students, do you still remember what material that we learned about last week?</i></p> <p><i>Can you mention the vocabulary that we have learned about last week?</i></p> <p>After that the teacher asking the meaning of vocabularies that the students mentioned.</p>
2	Asking questions combined with pictures	<p><i>T: Students, do you know what are they doing in the pictures?</i></p> <p><i>Do you ever doing these activities in the pictures?</i></p> <p>Then the teacher asking the vocabulary use and asking the meaning of the pictures are there.</p>
3	Asking questions combined with text/dialogues	<p><i>T: What is your favorite food and drink?</i></p> <p><i>Do you make it for yourself or with your parents? Or do you buy it?</i></p>
4	Asking questions combined with non-verbal language	<p><i>T: this taste is sweet and sour.</i></p> <p><i>Do you know what is the meaning of "sour"? please, look at my expression (the teacher utilized her mimicry)</i></p>

		<p><i>T: zip up your jacket.</i> <i>Do you know what is the meaning of "zip up"?</i> <i>(the teacher utilized her hand)</i></p>
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The researcher displays the findings of the type elicitation technique from the result observation checklist into the descriptions below;

a. Asking questions

From the results of observation, the English teacher in SD Alam Muhammadiyah Banjarbaru used *asking questions* technique in every meetings of observation in pre and while teaching. The learning process is carried out using the Google Meet application. In pre-teaching, before starts the lesson, the teacher starts greeting and also asks the students condition. And after that, the teacher started to elicit the students by asking questions. The teacher asks the students about the lesson they have learned last week to see if the students still remember it or not. In while teaching stage, the teacher opens questions related to the topic of today's lesson. The teacher also gives questions related to daily activities to make it easier for students to understand the lesson. So, the teacher elicit the students to activate students' background knowledge by asking questions (For further information see appendix V).

b. Asking questions combined with pictures

From the results of observation, the English teacher in SD Alam Muhammadiyah Banjarbaru used *asking questions combined with pictures*. This type was found in the third observation, from the interview section this type was confessed by the teacher. In the interview section, the researcher asked the types of elicitation that the teacher has known and the teacher said known this type. The learning process is carried out using the Google Meet application. Before the teacher starts the lesson, the teacher starts greeting and also asks the students condition. The teacher opens questions related to the topic of today's lesson. In while teaching stage, before going to the main topic lesson that day the English teacher started eliciting students by showing some pictures in the book. the teacher used this type and asked the students “students, do you know what are they doing in the pictures?” then the students answered some different answers but still appropriate with that pictures, then the English teachers elicit again with question “do you ever doing these activities in the pictures?” then students told their experience about pictures provided. Then English teacher elicits again and asking about the vocabulary used with the meaning in the pictures while the students trying to answer and find the meaning of the vocabulary used in the pictures. (For further information see appendix V).

c. Asking questions combined with texts/dialogues

From the result of the observation checklist, the English teacher in SD Alam Muhammadiyah Banjarbaru used *asking questions combined with text/dialogues*. All observations which have done by the researcher used this type. The learning process is carried out using the Google Meet application. Before the teacher starts the lesson, the teacher starts greeting and also asks the students condition. The teacher asks the students about the lesson they have learned last week to see if the students still remember it or not. The teacher opens questions related to the topic of today's lesson and started to elicit the students by asking questions combined with text or dialogues. The teacher choose the appropriate dialogue related to the learning topic to get students' interest. That was made students interest to join and participate in that dialogue. In the first observation, the dialogue faced firstly by the teacher's stimulate. The teacher gave questions and gave students chances to answer. In the second observation, the English teacher tried to elicit students with dialogue by asking questions about what students' conditions in their house and asking how is the weather in every student's house to connect and relate to the topic lesson.

In the third observation, the English teacher used dialogue and pictures in order to help students know the topic lesson, while

giving the pictures the teacher also communicate with students through dialogue. In the fourth observation, the teacher also built the dialogue related to students' recent activities through asking and answering some questions. In the fifth observation, the dialogue that the English teacher created was the dialogue that connected and related to students' experiences. In contrast, asking questions combined only with dialogue which used by the teacher. Asking questions combined with text was not found in observation because their thinking was still limited for make a text or speaking at length using English as young learners. From the result of the Interview, asking questions combined with dialogue was confessed by the teacher as a technique that is more effective than other types of elicitation because it can stimulate students to speak and answer further questions actively. The dialogue that the teacher used was a dialogue that related to the topic of learning and student's experience in daily life. (For further information see appendix V).

d. Asking questions combined with non-verbal language

From the result of observation checklist, the English teacher in SD Alam Muhammadiyah Banjarbaru used *asking questions combined with non-verbal language* technique. This type was found in the first and last observation. The learning process is carried out using the Google Meet application. Before the

teacher starts the lesson, the teacher starts greeting and also asks the students condition. In while teaching stage, the teacher opens questions related to the topic of today's lesson and started to elicit the students by asking questions combined with non-verbal language. The teacher utilized their body or hand movement to help their elicitation to be understood to the students. For instance, in the first and last observation, the teacher explains a vocabulary with her mimicry also using the body movement and the students responded it by guessing what was the teacher's mean. The elicitation technique of asking question combined with non-verbal language that the teacher used was suitable with teachers' instruction and explanation. Therefore the teacher should pay attention to their elicitation technique. Moreover, the teacher at SD Alam Muhammadiyah Banjarbaru confessed that she tried as well as it is able to create an English atmosphere by used the elicitation technique which purposed to attract students in the teaching-learning process. (For further information see appendix V).

2. The challenges faced by the teacher in SD Alam Muhammadiyah Banjarbaru to used elicitation technique

To answer the second research question, the researcher used the result of the observation checklist and the interview. In this research, the researcher found three challenges faced by the

English teacher in SD Alam Muhammadiyah Banjarbaru to use the elicitation technique explains as follow:

a. Eliciting can be time consuming

From the research results, it was found that the challenge faced by the English teacher in SD Alam Muhammadiyah Banjarbaru by using this elicitation technique was the occurrence of time-consuming in class. The researcher found that in the pre teaching stage, the teacher opens questions related to the topic of today's lesson and started to elicit the students by asking questions. But, the teacher often gave the same questions repeatedly to the students. The same questions that the teacher repeatedly to the student one by one such as: *"What food and drink do you like?" "How's the weather at your house?" and "What preparations do you do before doing online learning classes?"*. This made the other activities likes reading or working the assignments in the next session will be disrupted because the learning process is not in accordance with the available time allocation. This is because the interactions that occur between the teacher and students are too time-consuming when implying elicitation techniques in class so that other learning activities will be easily disturbed and cause the learning allocation time is not appropriate. Moreover, the learning process is carried out

now during online by using google meet. This can lead to other factors that can also take longer such as bad connections and sometimes even the voices that are sometimes not heard, therefore it is very important for the teacher and students to have good network connections when participating in the teaching and learning process online.

(For further information see Appendix IV & V)

b. Eliciting doesn't always lead to more STT (Students talking time)

The researcher found in the third observation, that the English teacher in SD Alam Muhammadiyah Banjarbaru elicit the students in while activity with gives a longer question than the answer itself that sometimes makes the teacher more talking than the students in class even though it does not always happen. For the example; *teacher: "this flower smell is very sweet, the color is pure white, what kinds of the flower is this? students: "jasmine ma'am"*. This makes students talk less in class because the questions given only refer to one word answer that make the teacher more to talk. This made the more TTT (teacher talking time) happen that make the elicitation does not always lead to more STT (students talking time) in the teaching-learning process when the elicitation technique is implied. So, to solve this situation

the teacher can make the question shorter than the answers and used guide questions to lead the student responses. If that is impossible, the explanation from the teacher might be better than eliciting at that stage. (For further information see Appendix IV & V)

c. One student can dominate answering teacher's elicitation questions

The researcher found in the second observation, the English teacher in SD Alam Muhammadiyah Banjarbaru elicit the students with ask the questions related to the topic in while teaching stage. There are only a few students are dominant to answering the questions from the teacher and it made the other students didn't active in learning process. For example;

Teacher: what are your activities at home?

Student 1: watching tv ma'am

Student 2: i like playing games ma'am

Teacher: How was the weather in your house?

Student 2: it is rain in my house

Teacher: What housework do you help with?

Students 1: I clean the bedroom

Students 2: I'm helping my mom to wash the clothes.

Based on the data gained, one to two students have a predominance in answering questions from the teacher in

class. Because of that, the elicitation technique is ineffective for all students in the classroom. And make the other students who rarely answer questions to fall behind in class because only smart and active students always respond to the teacher's questions. (For further information see Appendix V)

B. Discussion

Based on the data presented above, which is gained through observation checklist and interview, have explained the types and the challenges faced by the teacher used the elicitation technique in teaching English for young learners at SD Alam Muhammadiyah Banjarbaru. Here is the discussion:

1. The types of Elicitation Technique used by the teacher in SD Alam Muhammadiyah Banjarbaru

a. Asking questions

According to the data in table 4.1 in findings, elicitation technique with asking questions was found in in two stages of the lesson such as pre-teaching and while teaching. Doff in Thuy (2011, p. 15) stated that eliciting can take place at any stage of the lesson and it is mainly done by asking questions. This is in line with the teacher and fifth graders in SD Alam Muhammadiyah Banjarbaru. Because, the teacher was used asking questions in two stages of the lesson such as pre-teaching and while teaching.

b. Asking questions combined with pictures

Based on the data gained in findings, asking questions combined with pictures was used by the teacher and stimulate the students with eliciting an appropriate picture related to the learning topic. According to Doff in Thuy (2011, p. 21) stated that the teacher uses pictures to set the scene and asks questions about what students see, why they think it happens, what they think will happen next, and how they feel what they think about it. This is in line with the English teacher and fifth graders in SD Alam Muhammadiyah Banjarbaru, that the English teacher was used to deciding and taking the appropriate pictures which the pictures were familiar with student's daily activity to attract student's enthusiasm in joining the teaching-learning process.

c. Asking questions combined with text/dialogues

From the data collected, in while teaching stage the researcher found that the teacher elicit the students with asking questions using the dialogues related to the learning topic and daily activity. According to Doff in Thuy (2011, p. 22) stated that the teacher may also consider using texts and dialogues to guide students to respond to the language use and the context of use presented in those texts and dialogues. This statement has similarity from what researcher found on the data gained. The English teacher in SD Alam Muhammadiyah Banjarbaru was

used this type to elicit and encourage the students to participate by using the dialogues during the lesson.

d. Asking questions combined with non-verbal language

From the data collected, the researcher found that the English teacher elicit the students by using non-verbal language with utilized body language and mimicry. As mentioned by Doff in Thuy (2011, p. 23) mimicry, gestures, facial expression, body language, etc. or nonverbal language, in short, are what teachers have at their disposal to motivate students' responses. This is in line with the English teacher in SD Alam Muhammadiyah banjarbaru based on the data gained in table 4.1 that the teacher sometimes utilized their body with hand movement and mimicry to eliciting and telling what the teacher want to taught from the students. It can be conclude that, the teacher used body language and mimicry to elicit the students with vocabulary used.

2. The challenges faced by the teacher in SD Alam Muhammadiyah Banjarbaru to used elicitation technique

From the data collected, the researcher found three of six challenges mentioned by Case (2009) faced by the English teacher in SD Alam Muhammadiyah Banjarbaru to use the elicitation technique explains as follow:

a. Eliciting can be time consuming

Based on the data that the researcher gained, time-consuming for eliciting was found in the teaching-learning process. According to Case (2009) “if students are getting more speaking during that time and are learning useful language analysis skills and incidental language, this doesn't have to be a reason to abandon it, but it can still mean that students have forgotten about what the listening is supposed to be about (therefore making your lovely lead-in stage a waste of time) by the time the vocabulary pre-teach finishes”. This is in line with interactions between the English teacher and students at SD Alam Muhammadiyah Banjarbaru, which were too time-consuming when the teacher implied asking questions and then used elicitation techniques in class. In conclusion, the teacher takes too much time to asked students by eliciting. It is better if these questions are sorted in advance to choose the more important ones in order to adjust the learning time that has been provided.

b. Eliciting doesn't always lead to more STT (Students talking time)

From the data gained based on findings, the researcher found that TTT (teacher talking time) happened that made the elicitation does not always lead to more STT (students

talking time) when the elicitation technique was implied. As confirmed by Case (2009), In learning, students will be necessary to be more active during the learning process, where students must be able to think and develop an idea to make a sentence and then develop it to be described in front of the class, so the teacher is just to supervise the students, to evaluate the results of the pronunciation, and not to talk too much. Based on the data gained in findings, this data was contradicts with the theory put forward by Case (2009). It is because, the English teacher gives longer questions than the student's answer, which sometimes makes the teacher talking more than the students, even though this does not always occur.

In conclusion, the teacher is suggested to make the guide questions to lead the student's response and make it shorter than the answer from the students

c. One student can dominate answering teacher's elicitation questions

From the data gained based on findings, at least one to two students have a predominance in answering questions from the teacher in class. Because only a few students are dominant. According to Case (2009), this is also a challenge for the teacher in using elicitation techniques because it is

possible that only a few students can dominate to answer elicitation questions in the teaching and learning process in the classroom. This is in line with the English teacher and fifth graders in SD Alam Muhammadiyah Banjarbaru that some students dominate to answer the questions from the teacher in the teaching-learning process. In conclusion, the teacher only gives the opportunity to answer the questions with the students who dominant active in class and makes the elicitation technique not apply equally to all students.