CHAPTER I
INTRODUCTION

A. Background of the Study

Without interaction, the teaching and learning process will not run well. The success of the learning process depends on class interaction, especially between teachers and students in learning, where learning is a system composed of various parts that interact, synergize, and complement each other to achieve the desired learning goals. (Aulia & Kuzairi, 2020) states that learning is a learning system is a system that consists of various parts, including students, teachers, learning objectives, learning materials, learning methods, learning facilities/tools, learning evaluation, and environment/context . Each of these elements can be processed separately. but if combined in a learning activity, they will depend on each other to achieve learning objectives. Where the aim of teaching English as a foreign language is so that students must be able to speak the language (Pramustia, 2022). And classroom language is the main way to

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communicate about interactions between teachers and students.

Interaction as the cooperation of thoughts, feelings, or ideas between two people or the influence of power over the teacher that influences each other. This means that when students interact or communicate, they receive input which in turn produces output (Putri, 2015). They can improve their understanding of English when they listen and read about authentic linguistic topics and join in group discussions, problem solving assignments, or interactions with other learners. Successful interactions can improve learning, motivate students, and increase engagement between teachers and students.

With good interaction, the desired learning objectives will be realized, where one of the keys to success in teaching depends on how well the teacher builds interaction with students in the classroom. Because interaction plays an important role in student understanding, students who actively interact will have more academic value than students who

tend to be silent. and teachers are required to create interactive interactions where interactions facilitate teachers to transfer new languages to students and students can practice their language input to teachers or other students,

But in practice, the learning process does not always go according to plan. Many classroom activities have a lack of student interaction and students have little opportunity to practice spoken English in class. In addition, many students feel anxious about speaking in class (Padmadewi, 1998) and tend to be silent or tend to be passive when the teacher asks several questions (Tutyandari, 2005). These problems contribute to students' loss of interest and enthusiasm to speak in class. As a result, the class lost its active atmosphere. As a result, class interactions become monotonous and are dominated by the teacher, even though in learning English, students must be active in class.

Elicitation technique is one of a number of data collection techniques used in language teaching and learning or other fields to gather knowledge or information from

people. Teaching speaking should be taught in attractive and communicative activities. There are many types of speaking activities in class. (Harmer, 2001) states that there are nine speaking activities in class. Namely discussions, conversations, oral reports, role plays, interviews, question and answer, using pictures or pictorial stories, giving instructions/ descriptions/explanations retelling stories from aural or written stimuli. Based on the findings only four were used, namely conversations, interviews, questions and answers, giving explanations.

In addition, to design and apply techniques in class interaction, teachers need to know the application of class interaction so that students can easily follow and understand the lessons given. (Brown, 2004) concluded that techniques must meet students' needs, encourage student motivation, provide appropriate feedback and corrections, and provide opportunities for students to initiate oral communication.

In stimulating student talk and preventing students from being silent in class, the teacher can use several

appropriate techniques. One way is to use the eliciting technique. (Coulthard, 1975) states that there are six techniques for raising class language, namely eliciting information, eliciting confirmation, eliciting agreement, eliciting commitment, eliciting repetition, and eliciting clarification. In addition, (Slattery & Willis, 2001) also states that there are five ways to bring up language in the classroom, namely why questions, questions using intonation only, questions using inversion, unfinished sentence questions with rising intonation, and one / or questions.

The problems above can be a cause of decreased motivation and desire of students to speak in class. As a result, the class atmosphere becomes passive or less active. learning strategies are a means to see how students are involved with their community. In stimulating student conversation and preventing students from being silent in class, the teacher can use several appropriate techniques. One of them is by using the eliciting technique. (Yuberti, 2018).

Elicitation is described as a technique or method used by a teacher to encourage students to actively produce speech or writing in the Dictionary of Language Teaching and Applied Linguistics in (Halim & Halim, 2019), the Elicitation technique, according to Scrivener in (Anisah et al., 2020) is a method for getting information from students rather than relying on teacher explanations. This leads to more engagement, promotes critical thinking, and forces students to make discoveries about themselves. The elicitation technique according to Kearsley in (Mandasari et al.,2019), is a teaching strategy used to encourage student activity. Specifically, it can be concluded that the eliciting technique is a technique used by the teacher to stimulate student activity in class, where the teacher gets information from students. which are usually obtained through questions asked by the teacher, questions are the main part of class interaction, and are useful for teachers to increase student participation, eliciting techniques take a large part of class interaction, which is obviously very useful for language learning, because it can

facilitate active students in the classroom and provide great opportunities for language practice.

Based on the explanation above, it can be said that teachers are required to prepare themselves well in presenting lessons through supporting activities or techniques including eliciting techniques to stimulate student talk in class. According to (Scrivener, 2005) Elicitation means removing information, language, and ideas from students. This technique is based on principles such as (1) Students may know more than we can tell them; (2) Starting with what they know is a productive way to start a new job; (3) Involving the community in a question-and-answer movement toward new discoveries is often more effective than simply giving a 'lecture'. In other words, eliciting techniques can help students activate their communicative competence and use English to express their feelings and ideas. As a result, class interactions will run more effectively and efficiently.

Previous research conducted by Mellati Mandasari, Hermawati Syarif, and Refnaldi (Mandasari et al., 2019)

entitled Elicitation Techniques in Class Interaction Used by English Teachers at SMAN 1 2x11 Kayutanam found that teachers tend to use the same elicitation techniques at every meeting so that the process of interaction in the classroom is still dominated by the teacher. then research conducted by A. Halim Majid with the title Class interaction in teaching English for beginners. It was found that from the pattern of class interaction the teacher did not provide many opportunities to play an active role for students and the teaching and learning process did not activate students to the fullest.

Furthermore, based on the researchers' initial observations, it can be concluded that the teacher has unknowingly applied elicitation techniques in the class interaction process by asking questions combined with various media. Furthermore, the process of teaching and learning English at MAN Rejang Lebong still tends to be monotonous, where the teacher often explains in front of the class and does not maximize interaction with students. even

though a teacher must be required to maximize teaching, make an approach, prepare well in presenting lessons through supporting activities or techniques including eliciting techniques to stimulate student conversation in class so that students are excited to continue to be active and easily understand the lessons given. The theory and events above emphasize the importance of using elicitation techniques in the classroom, but the application of these techniques is still far from expectations. In addition, elicitation involves teaching with skill and patience. Teachers must be ready to communicate with their students. Good preparation is very important and needed in producing an effective and efficient teaching and learning process.

In addition, the gap between the findings of previous research and the facts found by researchers in the field led researchers to find out how the elicitation technique actually applies in class interactions.

Based on the explanation above, the researcher was interested in knowing how the approach technique, namely

the eliciting technique used by teachers in EFL class interactions, and whether this technique influenced student activity in English lessons at the Rejang Aliyah Negeri (MAN) Rejang Rejang Lebong Lebong, Bengkulu Province.

B. **Identification of the Problem**

Based on the background above the researcher identified the following problems, they are:

1. The teacher are dominated classroom interaction and make classroom interaction becomes monotouns.

2. The classroom atmosphere tends to be boring because the teacher sometimes only explains in front of the class. The teacher should be able to create a class atmosphere that attracts students' attention.

3. Students have limited opportunities to speak in front of the class and students are not invited to interact in the class

4. Students tend to be silent and only listen to the teacher's explanations

C. Limitations of the Research

Based on the background above, this research focuses on the English teachers' approach using eliciting techniques, the subjects of this research are the English teacher at MAN Rejang Lebong.

D. Research Questions

1. How is the teachers' implements of Eliciting Technique in classroom interactions at MAN Rejang Lebong?

2. What are the obstacles faced by the teachers to use eliciting technique in teaching English at MAN Rejang Lebong?

E. Research Objectives

1. To investigate the extent of the tecahers' implements of Eliciting Technique in classroom interactions at MAN Rejang Lebong.

2. To find out the obstacles faced by the teachers to use eliciting technique in teaching English at MAN Rejang Lebong.

F. Significances of the Research

The result of this research is expected to give benefits MAN Rejang Lebong as the place used for the research, and of course, the researcher of this study, English teachers, students, and the future.

1. **Theoritically**, this research is expected to be an illustration for teachers how to apply eliciting techniques, especially in stimulating student activity in the classroom, it is also hoped that the findings of this study can contribute theoretically and practically to the improvement of the teaching and learning process, and can be a useful reference for teachers to develop their teaching. especially in language learning.

2. **Practically**, the research 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

3. **Further Research**, the research 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 research to solve the problems as contribution for improving our education.

G. Definition of Key Terms

1. English teacher strategies

In teaching english, teachers must have various strategies to teach their students in the classroom. Strategy always related with goal, because in teaching, teachers must have goals. (Khairuzzanila, 2021) says teaching strategy is the plan of activity that is used by the teacher to teach the students in order to achieve educational goal. In the learning process, sometimes students can find problems or difficulties. As said by (Sari & Zainil, 2020) that teacher's strategy can solve the student's difficulties when they try to express their idea in speaking.

2. Eliciting Techniques

Elicitation technique is a technique used by a teacher to elicit students' responds and to stimulate students to talk in the classroom. Elicitation technique is used by the teacher to elicit the students during the lesson to get the information about what students already know and need to know. (Husna & Amri, 2018) states that elicitation is preferable method that helps promote students involvement in the lesson and develops learner centered classroom.

3. Clasroom Interaction

Interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other. This statement involves a simple concept of the process of interaction (Brown, 2001). It can be simply stated that interaction is a process to get an idea out of one person's head and into the head of another person and vice versa. classroom interaction is emphasizes that the most

important key to create an interactive language classroom
is the initiation of interaction by the teacher, (Brown,
2001).