

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

2.1 EFL Classroom interaction in English learning

Students and teachers continue to interact in the classroom (Hanum, 2016). Teachers provide materials for language learning, and students receive them and use them in real life when teachers and students interact in EFL classes.

Class interaction is defined as an act of exchanging ideas or information with students during teaching, as well as sharing feelings or experiences, in the context of teaching and learning. In language teaching, interaction is very important. Through interactions with teachers and other students in EFL classes, students learn how to communicate with others.

A class interaction there will be a two-way interaction between the teacher and students in order to achieve learning objectives, and the quality of the

interaction must be goal-oriented, therefore interaction plays an important role in student understanding and has an impact on the quality of teaching and learning, students who actively interact with their teachers show better academic achievement (Megawati, 2019).

Through the interaction of the teacher approaching students, the approach becomes very important because it is through this approach that the teacher can find out what the characteristics of his students are and to what extent the student's understanding of the teaching that the teacher provides, so interactions and approaches are interconnected, approach is a closer term than method. This is the view of seeing something. It has no scientific logic. It is a set of ideas or an overall outlook for dealing with a problem. This is a personal teaching philosophy that can have many methods. The teaching approach is a form of how to teach something, (Gill & Kusum, 2017) .

Based on the theoretical basis for language teaching, the view of the approach as an asset assumes correlative

dealing with the nature of language and the nature of language teaching and learning. According to Immanuel Hoque the teaching approach refers to a set of principles, beliefs or ideas about the nature of teaching and learning which are translated into classroom activities.

Based on Edward Anthony's Model approach (Antony, 1965), it is the level at which assumptions and beliefs about language and language learning are determined. Method is the next stage of the approach that is put into practice by theory, then specific skills, and content is the choice to be taught, and the order in which content is to be presented. Lastly, technique is the level at which class procedures are explained.

In teaching English the emphasis is on approaches and methods of teaching and learning the main language.

learning approaches and methods are categorized into nine different approaches or methods; Spoken Approach and Situational Language Teaching (SLT), Audio lingual Method (ALM), Communicative Language Teaching

(CLT), Total Physical Response Method (TPR), Silence Method, Community Language Learning (CLL), Suggestopedia and Direct Method. Anthony in Richard and Rodgers (1986) identified three levels of conceptualization, namely the terms approach, method, and technique (Ayu, 2022). based on Edward Anthony's model, an approach involves theoretical principles that govern language learning and language teaching. An approach is more axiomatic while the method is procedural. The method is the overall plan for presenting language material in an orderly manner with no conflicting parts and all are based on the chosen approach.

Learning Methods in the Curriculum.

Based on the theory and concept above the writer can conclude that EFL Classroom interaction of the concept in this research is EFL classroom interaction is a way in the EFL class to create a relationship between the teacher as a source of knowledge and students as recipients to process knowledge, by establishing 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 class. In language learning, interaction plays a very important role, students will learn how to communicate with others. and also interaction plays an important role in student understanding, students who actively interact will have more academic value.

EFL class interaction becomes a prominent aspect in language teaching, and teachers are required to create interactive interactions, in which there are several indicators in them, namely:

- a. Teacher interaction facilitates transferring a new language to students
- b. interaction helps students practice their language input to the teacher or other students.
- c. Effective classroom interaction should provide students with more opportunities to develop their target language.

d. EFL class interactions are communicative.

2.2 Elicitation Techniques

2.2.1 Definition of Elicitation Techniques

English learning is learning where students are required to be active in interactions in the classroom, when learning takes place interactions occur between teachers and students or between students and students, when the teacher explains the material and students pay attention, there is an interaction between the teacher and students, while the interaction between Students and students occur for example when they do group assignments or ask each other for material,

The teaching and learning process will not run optimally if there is no interaction between teachers and students, namely when the teacher explains the material and students respond. During the learning process, students are expected to actively participate in class, and teachers are

expected to be able to build a learning atmosphere that evokes student activity, because student participation and activeness in class determines student understanding of the material, students who are active in class will understand the material better than students who just silently listen to the teacher's explanation, because active students will be able to give their opinions on the material, and will remember the material that the teacher provides better.

With students being active in class, students will learn more and understand better, because learning is an active process, not only listening to the teacher, students must also be involved in speaking. Especially in language learning cieniewicz in (Sasmita et al., 2013). Which means that students must be active in the classroom.

To stimulate student participation in class, the teacher usually uses a technique, one technique that can be used is eliciting techniques. Elicitation technique is a technique used by the teacher to elicit students' responds and to stimulate students to talk in the classroom (Nova, 2019) defines elicitation technique as strategies used by the teacher to get students to respond.

(Sujariati et al., 2016) say that points out of this eliciting technique is presented as deliberate questions that logically target vocabulary and grammatical concepts, but does not include the form being taught.

Moreover (Husna & Amri, 2018) describes eliciting techniques as the process of seeking fact-based answers or selections from a variety of options provided by the teacher and seeking reflection on the student's opinions, interpretations, or ideas. Eliciting students will

allocate them the opportunity to participate in the learning process.

According to (Husna & Amri, 2018), the purpose of eliciting techniques is to quickly check comprehension or establish what the learner already knows and to help the learner improve oral fluency. to encourage or support.

There are many things in the lesson can be elicited such as vocabulary, grammatical structure, functional language and ideas. In short, eliciting is different with the usual asking question. Eliciting intrigue students' thinking and make students keep focus with the teacher questioning process (Westrup. 2019).

According to (Usman et al., 2018) elicitation is the preferred method for encouraging student participation in the classroom and developing learner-centred instruction. Through the elicitation technique the time for students to speak

or the students talking time (STT) in the classroom increase automatically and the time for the teacher to speak or teacher talking time (TTT).

In addition, eliciting technique can using by EFL teacher is to know what student know and don't know This means that teachers can be more efficient and don't waste time rehashing students' existing knowledge. eliciting creates a learner-centered environment and is highly suggestive to students.

Based on the above opinion, elicitation technique is a technique used by teachers to stimulate students to speak in class. a eliciting technique can form a question. Questions are asked directly by the teacher to the student.

Furthermore, eliciting techniques can be viewed as a way for teachers to encourage students to speak in the classroom Therefore, teachers can use this technique to encourage students to speak, and

teachers are responsible for extending and responding to student responses using eliciting techniques

2.2.2 Concepts of Elicitation Techniques

According to Addrian Doff, eliciting techniques creates a learning environment with opportunities for active participation for students. The eliciting technique also makes students more active and increases students' talk time (Doff, 1998). From this statement it is clear that elicitation techniques will increase student participation in the learning process. Doff states that there are five types of elicitation:

a. Asking Questions

Asking questions is a technique commonly used by teachers to stimulate student activity in the classroom. eliciting can exist at any stage of learning, and especially when asking questions (Doff, 1998).

Furthermore, asking questions is the most important tool a teacher can use to guide a lesson, engage students in content, encourage participation, and enhance understanding. in short. Asking questions can increase student participation and activity (Ratih.K. 2018).

Table 2.1

The steps to encourage students talk through

Asking Question

Opening	The teacher opens the teaching learning process.
Questioning	The teacher asks a simple question which is related to the learning material
Main Activity	The teacher explains about the learning material. Occasionally the teacher elicit students to ask about the topic or the teacher gives simple question to measure students' understanding

for example, learning material will the teacher teach is descriptive text, the teacher will giving question to the students such as:

T : *“Do you have pet at home?”*

Ss : *“yes, I Have, Miss.”*

T : *“What is that?”*

S1 : *“Rabbit”*

T : *“What does Rabbit look like?”*

S2 : *“Cute.”*

T : *“How about the fur?”*

S3 : *“Soft.”*

T : *“What does Rabbit eat?”*

S4 : *“Grass”*

T : *“Good. So, now you know the description of Rabbit and today we will learn about descriptive text.”*

The teacher then asks questions about rabbits knowing students' understanding of the description of rabbits, and then asks students about other animals

b. Asking Questions Combined With Pictures

Pictures are one of the most interesting visual media to use in the classroom and are often used by teachers to convey material. By using pictures from textbooks and other

supplemental sources, teachers can make the material interesting to students. Teachers can also motivate students to participate by stimulating their curiosity and imagination.

A teacher uses images to set a scene and ask students what they are seeing, why they think it is happening, and what will happen next. He says he asks questions about what he thinks, how he feels, and what he feels. they think about it. In other words, images are a medium for activating the student's thinking or stimulating the student's imagination about a topic, (Doff, 1998).

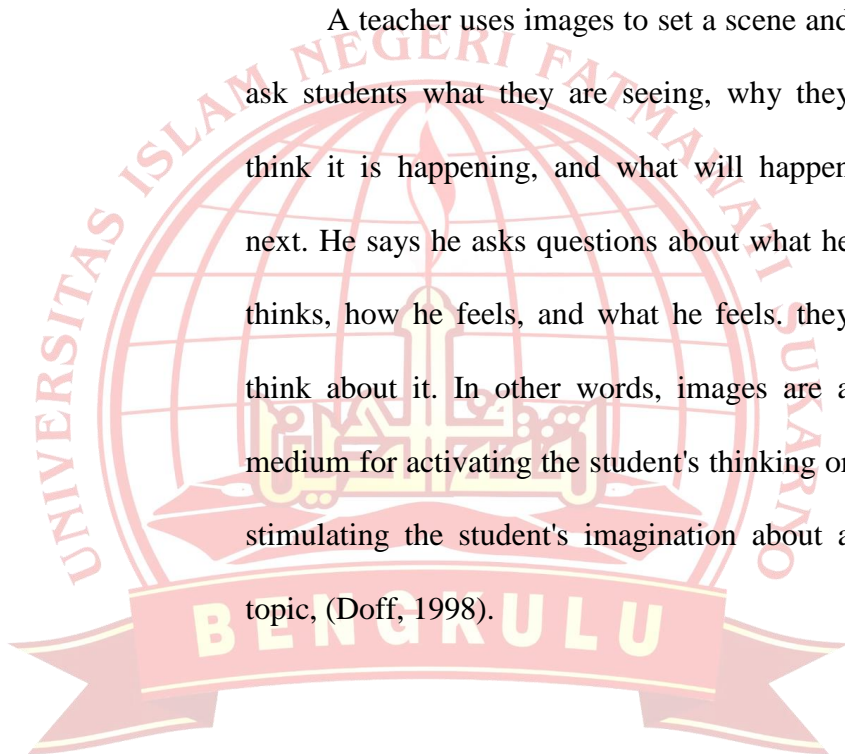


Table 2.2

The steps to encourage students talk through

Asking Question:

Opening	The teacher opens the teaching learning process.
Questioning	<ul style="list-style-type: none"> •Teacher shows up a picture related to the topic and ask some questions about the picture. •Give the students time to answer the question based on the picture.
Main Activity	<ul style="list-style-type: none"> •The teacher explains about the main topic based on the picture has been showed before. •Teacher shows other pictures to elicit students to talk or give questions to encourage students' talk

For example :

Picture 2.1

Example for asking question combine with picture



T: *"What do you see in the picture?"*
 S: *"Raja ampat, Mam"*
 T: *"Have you ever visited there?"*
 S: *"No, Mam"*
 T: *"When usually people go there?"*
 S: *"Holiday."*
 T: *"Ok. Please answer with complete sentence. I"*
 S: *"I go to raja Ampat on holiday."*
 T: *"Which one the verb?"*
 S: *"Go."*
 T: *"That's right. Because the moment is done in the past, so we use verb V 2. is there anyone know THE V2 from go"*
 S: *"Went miss"*
 T: *"Right, so, today we will learn about past event or recount text."*

This picture can be used to encourage students to think about the topic given by the teacher. Teachers can also use the same images to review the vocabulary required to read the text. It helps students understand the text easily.

c. Asking Questions Combined With Games Or Activities

Game is the most interesting medium of lessons offered. Games and activities can also

be used to encourage student participation. games can be enjoyed while learning a language. Games help keep students interested in their work. Games can also make students more active in the learning process of the lesson (Abdiganieva & Shamuratov, 2022).

In addition, teachers must be creative in designing games. a creative teacher can create a fun atmosphere in the classroom. Teachers must be wise in choosing appropriate games. In other words, games should fit the theme, give students a break, and give them an opportunity to practice their language. To maximize these benefits, teachers should consider student numbers, proficiency, cultural context, timing and learning for each game.

Table 2.3:
The steps to encourage students talk through
Asking Question

Opening	The teacher opens the teaching learning process.
questioning	The teacher asks a simple question which is related to the learning material
Main Activity	<ul style="list-style-type: none"> •Teacher explains about the main topic (simple past tense). •Teacher elicits students to ask about the topic. •Teacher asks the students to play a game. •Teacher explains the rule of the game clearly.

For example There are 30 students in the class and the teacher can divide the students into 6 groups. Before the game starts, the teacher should explain the rules of the game.

The teacher gives some jumbled sentences. In this game students have to put these sentences in the correct order. Each group gets five sentences of her in the past tense. The group that sorts the sentences faster and has the most

correct answers wins and gets a reward from the teacher. Asking questions while playing makes students more active in the classroom. Through games, teachers can stimulate students' interest in learning. Because through games, students feel more joy in learning the material.

d. Asking Questions Combined with Texts and Dialogues

The teachers can also consider using texts and dialogues to guide students to respond to the language use and context of use presented in those texts and dialogues, Texts and dialogues are media in the teaching and learning process (Thuy, 2011).

Teachers may use texts and dialogue to convey lessons. Teacher can use text and dialogue to encourage student participation during their lesson. Teachers should therefore

choose appropriate texts or dialogues according to the syllabus and considering learner factors such as learning style, abilities and interests. In addition, teachers must find interesting texts and dialogues to arouse the interest of students.

Table 2.4:

The steps to encourage students talk through Asking Question

Opening	The teacher opens the teaching learning process.
Questioning	<ul style="list-style-type: none"> • Teacher shows up a short text and ask the students to read the text. • Teacher gives some questions to the students about text
Main Activity	<ul style="list-style-type: none"> • Teacher explains the main topic or the main material to the students.

Example of the text:

My cousin

Haii!! My name is Ica, I have cousin, her name is rara, she is very beautiful, rara have light skin and tall,she very like swimming, she also very kind,she always help to finish my homework if i don't understand, rara is a smart people, i like her very much

T : *“Look at the text! What is the text tell us about?”*

S1 : *“My cousin.”*

T : *“What is the name of Ica's cousin?”*

S2 : *“Rara.”*

T : *“What does Rara look like?”*

S3 : *“beautifil.”*

T : *“what Rara's hobby”*

S4 : *“swimming, Miss”*

T : *“Good. Ok, based on the text, is there anyone know what we will learn today?”*

Ss : *“No Miss.”*

T : *“So, today we will learn about descriptive text.”*

Through the text given by the teacher, the teacher can ask the students many questions. These questions can be used to encourage students to participate and actively participate in the class.

e. Asking Questions Combined with Non-Verbal Language

Non-verbal language is one of the most engaging ways to teach students in the classroom. Alternating non-verbal language such as facial expressions, gestures, facial expressions and body language can be used to engage students in the classroom.

Nonverbal language is primarily used to evoke new vocabulary and structures. Because in non-verbal language, teachers do not ask questions by voice, but by body language, facial expressions, gestures, facial expressions, etc. This arouses the curiosity and attention of the students (Doff, 1998).

Students think about what the teacher's gestures mean. Students inspired and motivated to split the teacher's gesture. For example, if the teacher is teaching with

descriptive text, the teacher can use body language, facial expressions, etc. Teachers can use body language to act like a cat if the teacher wants to give the students a clue about the cat being described. means language. Then the teacher can use his own gesture to ask for the cat's food.

1.2.3 Techniques for Eliciting

Especially in the EFL class, it is the teacher's job to engage the students in the class. Teachers must find effective ways to engage students more actively. Students' activities in the classroom can improve their abilities, especially speaking. There are many techniques that ESL teachers can use to engage their students, depending on what they want to learn. To challenge students, teachers should give students time to think about what they are trying to say. If the question does not contain

yes/no questions, it is suitable for teacher questions. If the teacher asks a "yes" or "no" question, the student only needs to answer "yes" or "no". Moreover, teachers get very little response from their students. Therefore, the teacher should give a short answer or question that requires the student's opinion. Teachers can offer contributions or tips to help students if they cannot answer a question or if they do very little. Below are some techniques for eliciting:

a. Eliciting Vocabulary

Eliciting vocabulary is used when you want students to come up with words on their own. This can be used by teachers to review words that have already been taught. Teachers can ask students for the meaning of some words, as well as for synonyms and antonyms of words. If the

student does not know the answer, the teacher can challenge the student with a definition.

T: *“What is the meaning of book? “*

S: *“Mmmm.....”*

T: *“book is a thing that be used by us to reading or write something.”*

S: *“buku .*

T: *“Good. That’s right!”*

b. Eliciting Grammar

Eliciting Grammar are used by teachers to elicit students' understanding of grammar. Teachers can use dialogue, drawing and modeling in context.

Situational dialogue allows students to observe the grammar used in the dialogue.

A teacher may ask some students about the grammar used in the conversation. If a student is confused with an answer, the teacher can provide clues such as the verbs and tenses used in the conversation to

challenge the student. Teachers can also ask questions that require students to answer using specific grammatical forms.

1.2.4 Student Talking Time (STT)

Student is a person whose study in the school or college. During the study, they need to communicate and they have to interact each other. Student talk time (STT) is the amount of time students spend talking in class more than their teachers (Ramdani,A. 2019). a student's language is the language a student uses to communicate in her EFL class with friends and teachers in her native language. Teachers must give students time to speak in class. Sometimes teachers prefer to talk too much than their students. Therefore, teachers should manage students' speaking time well and increase students' speaking time. There are seventh

techniques to increase students talking time in the classroom:

1) Give the Student Time to Answer

Some students need time to understand the teacher's explanation, students also need time to think about answers and respond correctly. If the teacher talks less and wants students to talk more, the teacher must give the students the time or pause they need.

2) Don't Answer every Single Question your Self

When students ask a question, the teacher does not need to answer the question directly, the teacher needs to look around the class and ask other students to try to answer the question, and that will give students time to talk.

S1 : “ *Why is this answer wrong?*”

T : “*Mmmm... (looks around the classroom or even directly at another students)*”

S2: *“Because “beautiful” has three syllable so the comparative form is “more beautiful”*

3) Use Pair or Group Work

This method makes the teacher talk less and students talk more, here students will discuss with their groups about the tasks given by the teacher, such as writing tasks such as writing stories together, or talking and discussing.

4) Have Them Read/ Explain Instruction

During the teaching and learning process, teachers give assignments to students. Teachers may use coursebook and worksheet activities. Here the teacher gives the student time to read the instructions. Therefore, the teacher does not have to explain the instructions unless the student does not understand them. It's time for the teacher to explain to clarify the instructions.

5) Ask Open-Ended Instead of Yes/No Question

If the teacher wants the students to speak up, the teacher has the students speak through the and ask simple questions, but not yes/no questions. because if the teacher asks a yes/no question, the student can answer yes or no. Therefore, teachers should ask open-ended questions. Teachers can use open-ended questions to let students express themselves during lessons.

T : *What kind of film do you watching to?*

S1 : *I watching to horror film*

T : *Why?*

S1 : *Because I like it.*

T : *Where do you watch to it?*

S1 : *I watching at home,*

T : *(asks S2) How about you, Tina?*

6) Say Only What is Necessary

Teachers and students must have good interaction. Between teachers and students are their experiences. Here, both teacher and

student can have a relaxed conversation, but reserve it at the beginning or end of the lesson, or for breaks. I have to, the teacher has to try to focus on getting students to speak

7) Don't Tell, Elicit

During class, students often ask their teachers about the meaning of something. When a student asks what it means, the teacher does not allow a direct answer. Teachers must teach students the true answers.

S1 : *"What's this?"*

T : *"Oh! You mean this device we use to staple papers together? What's this called?"*

S1 : *"It's a stapler."*

Communication between teachers and students is important. Thus, interaction in the teaching and learning process is fundamental to learning. Therefore, teacher-student talk time should be managed appropriately. Conversation allows students to interact in

their own language in class, and teachers should enable students to develop language skills that emphasize effective communication for real-world purposes. In the EFL classroom, students are required to speak in a foreign language. Students interact with teachers and friends using foreign languages. (Solita et al., 2021) explains about foreign language interaction analysis system include:

1) **Student response, specific:** Answer the teacher within a certain limited range of available or previously practiced answers. reading, dictation, exercises

2) **Student response, open-ended or student initiated:** Respond to teachers' and students' own thoughts, opinions, reactions and feelings. Give one of the many possible answers that has practiced before

and the student has to choose and start participating.

- 3) **Silence:** Pause in the interaction. Periods of quiet during which there is no verbal interaction.

– Silence-AV (Audio Visual): Silence in the interaction during which a piece of audiovisual equipment, e.g., a tape recorder, film strip projector, record player, etc., is being used to communicate

- 4) **Confusion, work-oriented:** More than one than at a time talking, so the interplay can't be recorded. Students calling out excitedly, enthusiastic to take part or respond, worried with the assignment at hand.

– Confusion, non-work-oriented More than one person at a time talking, so the interaction cannot be recorded.

Students out of order, not behaving as teacher wishes, not concerned with the task at hand

a) **Laughter:** Laughing and giggling by the class, individuals, and/or teacher.

b) **Uses the native language:** Use of the native language by teacher or students.

c) **Nonverbal:** Gestures or facial expressions by teacher or the students that communicate without the use of word.

1.2.5 Teacher Talking Time (TTT)

A type of language used by teachers for classroom instruction is teacher talk. The term "teacher talking time" refers to a period of time during which the teacher can converse with the

students about the material or communicate both within and outside of the classroom. In the EFL class, the teachers presents the material in a second language. They communicate with their students through language.

In learning English. Interaction between teachers and students will definitely occur, the process of transferring knowledge from teacher to student or from student to student will lead to interaction between the two, both formal and non-formal.

Teacher Talking Time (TTT) is the amount of time teachers spend talking with students in the classroom. In general, the instructor talks more in the classroom. Because a teacher is merely a facilitator, organizer, planner, and educator, he also emphasizes that a teacher should strive to minimize the TT and maximize the STT. To get the student to speak

more than the teacher, the STT should be used to its full potential (Hermanto, 2015).

When instructing students, developing their intellectual capacity, and overseeing classroom activities, teachers use teacher talk in the classroom. There will be a lot of activities for both the students and the teacher during the teaching and learning process in the class. The instructor will provide multiple English-language instructions for each activity. The task given to the students was to comprehend what the instructor said. In addition, students practice speaking in response to the instructor.

Teachers always begin the teaching-learning process by asking students questions to help them remember what they've learned in the past. This activity can assess students' understanding of the previous material. However, the instructor is not required

to repeat previous information because doing so would consume teaching and learning time.

1.2.6 Teachers' Questions

According to (Rozimela, 2013), one of the most common strategies utilized by educators is questioning, which is the primary method by which educators exert influence over the interactions that take place in the classroom.

In some classrooms, students spend more than half of the time in class answering questions (Domu et al., 2023). (Husna & Amri, 2018) say

that asking questions is the characteristic expressions of curiosity and creativity. there are a few reasons why questions are used so much

in education:

- 1) Questions can stimulate student interest
- 2) Questions improve students' way of thinking and focus on learning material

- 3) Questions help the teacher to clarify what students are saying
- 4) A teacher can elicit specific vocabulary or structures through questions.
- 5) Questions help the teacher to determine student understanding
- 6) Questions increase student participation in classroom learning

There are many different ways to classify questions. Richards & Lockhart (1996) classify the questions into three categories:

- a) **Procedural Question.** procedural questions focus on classroom management and procedures.
- b) **Convergent Questions.** Convergent questions encourage students to respond in a similar way or with a focus on a central theme.

c) **Divergent Questions.** These questions require students to engage in higher-level thinking and encourage diverse responses from students,

1.2.7 Teachers' Feedback

Students receive feedback either following their responses or when they are given input on a particular task (Malecka et al., 2022). Teachers use feedback to teach students how important it is to know how much they have mastered a task rather than grades. In addition, the best feedback is not just a list of remarks; rather, it is customized to meet the particular requirements of each student. However, the kind, time, and manner in which feedback is used determine how it affects students. Through the feedback loop, teachers effectively inform students of their learning progress (Chalmers et al., 2019). Students are

kept up to date on their progress, their learning objectives are met, and their performance is compared to that of their peers in these situations.

For both students and teachers, formative feedback is essential because it reveals to students how much progress they have made, how much more progress is required to achieve their goals, the path they need to take, and how to do (Sandal et al., 2022). Because it cognitively assists students in adapting to new strategies or comprehending how to improve learning and academic performance, feedback is most effective when provided during the learning process. According to (Al Maharma & Abusa'aleek, 2022), feedback is used to improve students' comprehension, facilitate productive and effective learning, and foster academic strength.

In agreement with (Sun, et al. 2022), who confirms that students will appreciate feedback more when they realize it helps them succeed academically, and (Williams, 2022) affirm the impact of feedback on students' academic success and motivation.

Feedback can occur in a several situation:

- 1) including teachers offering suggestions for corrective measures,
- 2) peers providing information for clarification,
- 3) students referring to the answer key for a task to determine whether the selected answer is accurate,
- 4) and students using self-reflection to improve them selves.

1.2.8 Teacher Role of Teacher Talk (TT)

Teacher has an important role in the language learning. According (Pertiwi, 2023) Teacher communication is crucial not only for classroom organization but also for the acquisition process. Teachers' plans are either successful or unsuccessful when implemented through language. Teacher talk is important for learning because it is probably the most common source of comprehensible target language input for the student.

Before instructing their students, teachers devise a strategy. What the teacher will do in the class and what the students will do are outlined in that plan's content. The teacher's plan will be implemented in the classroom, and the students' abilities and comprehension will determine its success. The teacher will be able to teach their students effectively if the students' abilities improve. Based on their theories of teaching and learning and the nature of classroom

interaction, teachers establish their own roles in the classroom.

Based on the explanation above, the researcher can conclude that elicitation techniques in teaching english in this research context context research is a technique used by the teacher to stimulate student activity in the classroom, where the teacher gets information from students. which is 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 students active in class and provides great opportunities for language practice.

Furthermore, students' response is one of crucial factor in using elicitation techniques since the successful of elicitation techniques is determined by the students' responses. students' responses are the result of the action of the teacher. On the other hand, students' responses come because the engagement of the teacher to raise students' voice. in other words, eliciting

techniques help teachers increase student participation in class, so here the researcher wants to know how eliciting techniques are used in EFL class interactions. in which conclude some indicators namely:

1. The teacher doesn't just explain, but invites students to be involved in teacher interaction in class, maintains students' attention, and draws on what students already know, so that students don't tend to be silent and students can practice their language skills
2. The teacher must maximize or give time to students to talk in class, this is also called STT (student talking time), which is to challenge students, the teacher must give time for students to think about what they want to say
3. The teacher is expected to encourage student motivation, provide opportunities for students to participate and provide appropriate feedback and corrections. like if there are students who come forward and speak in front of the class the teacher must appreciate and correct if there are mistakes in the right way

4. Student responses are also important in the successful application of eliciting techniques.

B. Conceptual Framework

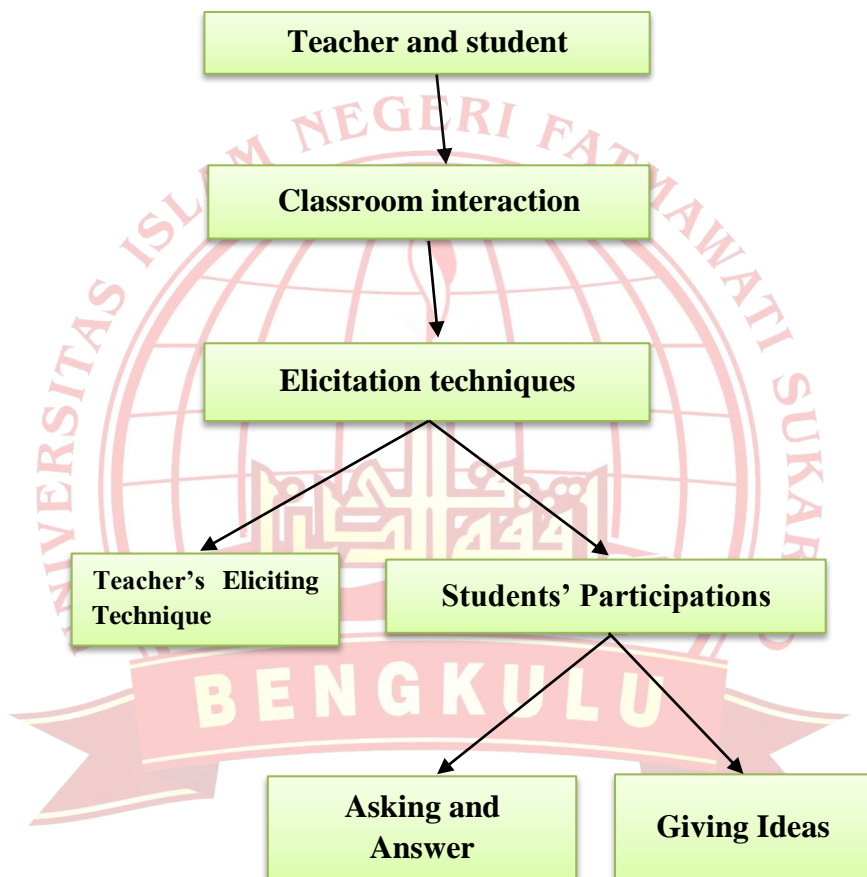


Table 2.5. Conceptual framework (sources: adapted by Adrian Doff theory)

The conceptual framework above describe about the researcher's researchconduct. This research is

descriptive research which describe about an analysis english teachers' approach in EFL classroom interaction.

Classroom interaction is very important part in teaching and learning process. In this research the researcher want to know the using of eliciting technique in classrom interactions takes place and the extent of using eliciting technique improving the students' participation in classroom interactions.

C. Previous Related Studies

The researcher also seen from three previous studies: First By Khairiana Fitri, Neni Afrida Sari Harahap (Fitri, n.d. 2020) Teachers' Elicitation Techniques In English Classroom Interaction At SMKN 13 Medan, and the research findings is : (1) There were 259 elicitations used by the teacher in the classroom interaction. The subcategories that have been found in teacher utterances are elicitation for information, elicitation for confirmation, elicitation for agreement, elicitation for commitment, elicitation for repetition, and elicitation for clarification. (2) For the reasons which affect the use of

elicitation techniques. There were six reasons, they were lack of skill and knowledge of teacher, lack confidence of students in class participation, passive recipient of information, reluctant students, large class size, and low level of learners. Meanwhile, the short duration of class and late arrival of students in class were not the reasons which affect the use of elicitation techniques. The similarities with this research are that they both use a descriptive study, the research focus is on teachers and interactions in EFL classes, and uses the same data analysis. However, the difference is that the theory used in previous studies used Coulthard's theory, while in this study, Adrian Doff's theory was used, and had different research objectives, namely the previous research aims. (1) to identify the subcategory of elicitation techniques used by the teacher in English classroom interaction at SMKN 13 Medan (2) to find out the reasons which affect the use of elicitation techniques in English classroom interaction at SMKN 13 Medan.

Second, By Farida Nova (Nova, F. 2019) An Analysis of Elicitation Techniques Used by the English Teacher in Teaching Speaking Skill. Based on the findings, The result of this previous study is indicated that the teacher applied all types of elicitation technique proposed by Tsui (1995) namely elicit inform (45.16%), elicit confirm (25.80%), elicit agree (9.67%), elicit commit (6.45%), elicit repeat (6.45%) and elicit clarify (6.45%). Elicitation technique is essential to improve student's speaking skill. The previous study has similarities with this study, namely, they both used a descriptive study, the same technique of data collection, teacher observations and interactions in EFL classes, both examined the type of elicitation technique used by the teacher. But the difference is, the previous study focused on speaking skills, while this research aims to find out the teaching methods used by the teacher, the types of elicitation techniques used by the teacher, and the obstacles faced by the teacher, and the previous study used Tsui's theory and this research used Adrian Doff's theory.

Third, By Mellati Mandasari, Hermawati Syarif, and Refnaldi, (Mandasari et al., 2019) Elicitation Techniques in Classroom Interaction Used by English Teachers at SMAN 1 2x11 Kayutanam. The previous study findings show that there are five elicitation techniques used by teachers. The technique is to ask using pictures, texts, dialogues, body language and techniques designed by the teacher himself. Asking to use dialogue is a technique most often used by teachers to ask students. In addition, inquiring using body language is very rarely used by teachers. In the use of elicitation techniques, teachers use several types of questions. The questions consist of yes / no questions, closed questions and open questions. In its use, English teachers ask more yes / no questions and closed questions, while open questions are rarely used. Student responses to elicitation techniques used by teachers are dominated by simple or short answers. Based on the above findings, it can be concluded that teachers tend to use one same elicitation technique at each meeting so that the process of interaction in the classroom is still dominated by

the teacher. The similarity with this research is that they both use descriptive research, focus on teachers, use the same theory, namely that of Adrian Doff, but the difference is that research on the previous study was carried out at SMAN 1 2x11 Kayutanam, while the research was carried out at MAN Rejang Lebong. And in the previous study it only had one goal, namely, to explain the elicitation techniques that teachers use to interact in class, while in this study the aims were to find out the teaching methods used by teachers, the types of elicitation techniques used by teachers, and the constraints faced Teacher

