

ELICITATION TECHNIQUE EMPLOYED BY EFL TEACHERS IN MOTIVATING JUNIOR HIGH SCHOOL STUDENTS TO SPEAK

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ABSTRACT

This study was inspired by the lack of teaching techniques that could accommodate students' speaking skills as the main indicator determining students' success in learning English. The elicitation technique could be used by teachers to initiate students to speak during the learning process. A descriptive qualitative method was employed which aimed to investigate the types of elicitation techniques used, the way to implement them, and students' responses to the elicitation techniques employed by the English teachers in motivating students to speak. There were two English teachers and ten students consisting of seventh and eighth grades involved as the participants in this study. Checklist, classroom observation, interview, and video audio recordings were conducted as the methods of data collection by means of observation checklist, observation sheet, interview guide, as well as video-audio recorders. The data were analyzed based on the category of elicitation techniques proposed by Cross (1992). The findings showed that there were 10 types of elicitation techniques used. Speech Prompts 44.5 (28.7%), WH Short-Answer Question 42.5 (27.4%), dan Yes-No Question 37 (23.9%) were the most frequent types used by the teachers in eliciting students to speak. In addition, it was also revealed that the elicitation techniques were employed by the teachers in all the teaching segments. Eight out of ten students positively responded by feeling motivated to speak in English. This indicated that the elicitation techniques used by the teachers could motivate students to speak in English.

Keywords: elicitation technique; to elicit; speaking; teaching technique

ABSTRAK

Penelitian ini terinspirasi dari kurang adanya teknik pengajaran yang dapat mengakomodasi kemampuan berbicara siswa sebagai indikator utama penentu keberhasilan siswa dalam pembelajaran Bahasa Inggris. Teknik elisitasi dapat digunakan guru dalam menginisiasi siswa untuk berbicara selama proses pembelajaran. Metode deskriptif kualitatif digunakan yang bertujuan untuk mengetahui tipe dari teknik elisitasi yang digunakan, cara pengimplementasian, serta respon siswa terhadap teknik elisitasi yang digunakan oleh guru dalam memotivasi siswa untuk berbicara. Terdapat dua guru Bahasa Inggris serta sepuluh siswa yang terdiri dari kelas tujuh dan delapan yang terlibat sebagai peserta dalam penelitian ini. Observasi kelas, wawancara, video-audio recording digunakan sebagai metode pengambilan data dengan cara ceklis observasi, lembar observasi, panduan wawancara serta perekam video dan suara. Data dianalisis berdasarkan kategori dari teknik elisitasi yang diusulkan oleh Cross (1992). Hasil penelitian menunjukkan bahwa ada 10 tipe dari teknik elisitasi yang digunakan. Speech Prompts 44.5 (28.7%), WH Short-Answer Question 42.5 (27.4%), dan Yes-No Question 37 (23.9%) merupakan teknik yang paling sering digunakan oleh guru dalam memancing siswa untuk berbicara. Penelitian juga menunjukkan bahwa teknik elisitasi digunakan oleh guru ada dalam semua segmen pembelajaran. Delapan dari sepuluh siswa merespon positif dengan merasa termotivasi untuk berbicara dengan menggunakan Bahasa Inggris. Hal ini mengindikasikan bahwa teknik elisitasi yang digunakan oleh guru mampu memotivasi siswa untuk berbicara menggunakan Bahasa Inggris.

Kata Kunci: teknik elisitasi; untuk memancing; kemampuan berbicara; teknik pengajaran

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INTRODUCTION

Speaking is one of the major skills that must be mastered by young English language learners in order to be successful in learning English as a second or foreign language (Richards, 2008 in Fitria & Sofyawati, 2018). Similarly, as quoted by Nargiza (2021) also states that of all four skills (listening, speaking, reading, and writing), speaking becomes the most important skill which is very necessary for effective communication. Thus, the importance of this skill also indicates that people's success in learning a language can be seen through their ability to use good communication skills (Nunan, 2003 in Ramli et al., 2021).

Additionally, there were some reasons underlying the importance of speaking skills in learning English as a foreign language context. For instance, although English is a foreign language in Indonesia, it cannot be denied that Indonesian learners need to master speaking skills in order to be able to compete in this globalization era (Erianti et al., 2018; Fitria & Sofyawati, 2018; Ramli et al., 2021; Husna & Amri, 2018; Usman et al., 2018; Nova, 2019). Besides, based on the educational character of 21st-century learning, it is stated that the teaching and learning process should make learners able to develop their HOTS (High Order of Thinking skills) (Motallebzadeh et al., 2018). One of the ways to develop their HOTS is by having good communication skills which can be obtained through doing practice and exercises during the teaching and learning process (Fakhomah & Utami, 2019). By considering the importance of communication skills in 21st-century learning, it is expected that teaching and learning activities could facilitate EFL learners to actively develop their speaking skills in order to prepare them in facing global challenges.

Furthermore, since the 2013 Curriculum takes student-centered as the main feature of the teaching and learning process, it is expected that students can be actively participated in following the lesson (Ramli et al., 2021). Based on the 2013 Curriculum, the

basic competence of speaking skills in Junior High School is expressing the meaning in transactional and interpersonal conversation in daily life context. If students cannot express their intentions or ideas, basic competence would not be achieved. Besides, speaking skill is categorized as active competence which learners can productively use during the process of language learning in the classroom (Brown, 1994 in Omari, 2018). In fact, in most public junior high schools, English lesson is taught twice a week and the teaching and learning process only occurs inside the classroom for approximately 160 minutes a week (Permendiknas No. 22, 2006). Due to the limitation of time, English teachers usually integrate the four skills with the lesson plan that they made in which there is no clear proportion of speaking skills. In addition, it would make students have less chance to participate in the teaching and learning process if the class is quite big consisting of a large number of students (Ramli et al., 2021). It can be imagined that if some learners dominate the whole class by talking at a time while, others talk very little or never speak, as a result, learners will only have a little chance to speak during the teaching and learning process occurs (Nargiza, 2021). Therefore, philosophically the teaching and learning process in the 2013 curriculum expects the students to be able to speak fluently and actively construct their own knowledge based on the meaningful context (Permendiknas No. 23, 2006).

Empirically, in the implementation of the 2013 curriculum, there was no specific proportion of subjects focusing on speaking skills. In addition, most of the students did not have a chance to speak during the speaking class (Erianti et al., 2018). Students often did not speak much and choose to be passive because dominantly they thought that their teacher would blame them if they were wrong (Harmer, 2007 in Ayouni & Sukny, 2022; Padmadewi, 1998 in Ramli et al., 2021). Thus, the acquisition of students' speaking ability was far from successful. Since it happened, the teachers had to design a lesson plan which

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could integrate speaking skills with the topic being taught. Therefore, teachers held a vital role in coping with these challenges, particularly in encouraging learners to speak in English in order to make them more active in the learning process (Nargiza, 2021).

Considering the previous problems, designing and applying a technique in classroom interaction can be one solution to overcome the current problem. In addition, the teachers need to be aware of implementing classroom interaction so that students could easily follow and understand the lesson given. Brown (2004 in Ramli et al., 2021) summarizes that techniques should fulfill students' needs, encourage students' motivation, provide appropriate feedback and correction, and give students opportunities to initiate oral communication. In initiating students' talk and discouraging students' silence in the classroom, the teachers might employ some appropriate techniques. Thus, one of the techniques to encourage students to speak in the classroom is by employing elicitation techniques (Fitria & Sofyawati, 2018; Ramli et al., 2021; Husna & Amri, 2018; Usman et al., 2018; Nova, 2019).

The elicitation technique is a teaching technique that leads to student-centered learning that can be employed by English teachers in order to encourage students to speak in English (Harmer, 2007 in Ayouni & Sukny, 2022). Elicitation is the term used to describe teachers' techniques and procedures in encouraging learners to actively participate during classroom interaction by providing some information or prior knowledge rather than giving it directly to them (Darn, 2009 in Nargiza, 2021). One way to apply this technique is by giving questions and prompts (Vahdat & Tavassoli, 2019). Cross (1992) states that teachers who want students to show their language competence should use suitable types of questions and prompts in order to elicit the desired forms. Therefore, the types of questions and prompts should consider learners' condition and ability including their level of speaking proficiency in order to make the elicitation runs smoothly and can achieve

the expected responses from students (Halim & Halim, 2019; Ramli et al., 2021).

There were several researchers carried out the study about elicitation techniques in encouraging students to speak in different countries and levels of education, Almohizea (2018); Ayouni & Sukny (2022); Erianti et al. (2018); Husna & Amri (2018); Fitria & Sofyawati (2018); Halim & Halim (2019); Usman et al. (2018); Mandasari et al. (2019); Fakhomah & Utami (2019); Nargiza (2021); Nova (2019); Kamilah & Cahyani (2020); Omari (2018); Oryza et al. (2022); Ramli et al. (2021); Thompson et al. (2022) and Vahdat & Tavassoli (2019). Based on those research, each of them had different focuses related to the purpose of each study such as investigating types of elicitation techniques employed by English teachers, exploring the implementation of elicitation techniques used by English teachers, and even examining the impact of elicitation techniques used by English teachers towards students' speaking achievement. Referring to those studies, it could be assumed that elicitation was a teaching technique that could be employed by English teachers in encouraging students to speak in order to get them involved during classroom interaction. In addition, it was found that the questioning technique was the most frequent elicitation applied by English teachers since it had various types of questions that could promote all English language skills, particularly speaking skills which became the focus of this study (Ayouni & Sukny, 2022).

The writers were interested in conducting a similar study focusing on EFL teachers' techniques in eliciting students to speak in English in which the techniques implemented purely came from the EFL teachers themselves without any additional treatment. Therefore, this current study was conducted in order to: firstly, find out the types of elicitation techniques implemented by teachers in eliciting students to speak in English, and secondly, find out how elicitation techniques are implemented by teachers in eliciting students to speak in English, and thirdly, find out students' responses toward the elicitation technique employed by the English

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teachers. The present study used the theoretical framework of elicitation which is proposed by Cross (1992), considering that he had conducted research on elicitation techniques in encouraging students to speak. Further, the findings of this study were expected to be beneficial to be used as a reference for teachers and future researchers to conduct similar studies about elicitation.

LITERATURE REVIEW

Speaking skills

According to Brown (2004 in Ramli et al., 2021), speaking is an interactive process of constructing meaning which involves producing, receiving, and processing information. Moreover, Thornbury (2005 in Fitria & Sofyawati, 2018) states that speaking is an interactive real-time activity to express meaning in order to interact with others spontaneously and just continues based on situations. Further, he also states that speaking can be defined as an interactive skill that needs comprehension to cooperate with the other aspects of language. Based on the description above about the definition of speaking according to experts, it can be concluded that speaking is an interactive process of constructing meaning which involves producing, receiving, and processing particular ideas, feeling, and meaning to obtain information from other people in a whole life situation. It means that the speaker can express and respond to what has been uttered by the interlocutor by giving another utterance related to the interlocutor's topic reasonably and fluently.

Elicitation Technique

Elicitation is a term used to describe teachers' techniques and procedures in encouraging learners to actively participate during classroom interaction by providing some information or prior knowledge rather than giving it directly to them (Darn, 2009 in Nargiza, 2021). By using this technique, teachers can stimulate students to respond or share their opinion with each other by linking

new and old information obtained, hence they can build up their own learning (Vahdat & Tavassoli, 2019; Almohizea, 2018; Halim & Halim, 2019; Fitria & Sofyawati, 2018; Nargiza, 2021; Ramli et al., 2021; Thompson et al., 2022). This interaction pattern will automatically lead the classroom atmosphere to become alive since learners actively contribute to the learning process. Consequently, learning happens naturally because learners give them to contribute in a natural way by responding to and answering their teachers' elicitation during classroom interactions takes place.

Furthermore, elicitation can be done in many ways. One way in applying this technique is by giving questions and prompts. Cross (1992) states that teachers who want students to show their language competence should use suitable types of questions and prompts in order to elicit the desired forms. Based on his statement, it can be assumed that types of questions and prompts should consider learners' condition and ability including their level of speaking proficiency in order to make the elicitation runs smoothly and can achieve the expected responses from students.

Types of Elicitation Techniques

Cross (1992) states types of questions in eliciting can be divided into two main categories. They are short-answer elicits and longer-answer elicits.

a. Short-answer elicits

Short-answer elicits are types of questions that provide learners with various questions and they are expected to be able to give a short and simple answer or respond related to the questions given. There are several types of short-answer elicits such as *yes-no questions, true-false statements, choice questions, and WH short-answer questions*.

b. Longer-answer elicits

Longer-answer elicits are types of questions and prompts that provide learners with various questions and prompts and it is expected that they are able to give a more complete and complex answer or responses related to the questions or prompts given. It

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means that learners need to answer the elicits by adding other elements of language structures and rules. The longer-answer elicits consist of *inverted WH-questions, WH longer-answer questions, speech prompts, inferential questions, and tag questions.*

Benefits of Elicitation Techniques

As quoted by Halim & Halim (2019), there are many advantages of using elicitation techniques in language teaching specifically in inviting students to speak during the teaching and learning process. Those benefits such as they can facilitate students to speak and provide a large opportunity for language practice. It makes students more attentive to the topic being presented by the lecturers since they can get involved to share their opinions directly. It also helps the lecturers to find out how well students apply language structure, vocabulary, and appropriate pronunciation in speaking. Moreover, it can be used as a guide in planning and designing the lesson. It can be used as a tool to check students' understanding of whether they understand or not the material being taught. It helps teachers in getting learners to produce language effectively while promoting their speaking skills at the same time. It helps teachers to develop a learner-centered classroom and a stimulating environment while making learning memorable by linking new and old information. It encourages teachers to be more flexible and to move on rather than dwell on information that is already known. Therefore, since elicitation techniques provide students and teachers with a bunch of benefits, it is considered one of the most effective techniques to promote students' communication skills.

RESEARCH METHODOLOGY

This research was conducted in one of the public junior high schools in Denpasar. This school is located at Jalan Gatot Subroto Barat, Dauh Puri Kaja, Denpasar Utara, Bali. The research design of this study was in form of a qualitative study. According to Miles et al.

(2014), qualitative research is a kind of research that derives from naturally occurring phenomena in particular settings.

The subjects of this study were two EFL teachers and ten students consisting of the 7th and 8th grades. The teachers consisted of one teacher who taught English to the seventh grader and one teacher to the eighth grader. The teacher was chosen purposively based on three considerations. First, the teachers who had a good track record, and experience in teaching English for around five years in this school. Second, based on the preliminary observation, it was found that these teachers had implemented elicitation techniques during teaching English. Third, to see the techniques used in eliciting students to speak in English for the 7th and 8th graders.

Moreover, the ten students as the subjects of this study were chosen randomly by using the lottery sampling technique. The 7th grader was chosen since they are English beginner learners who started learning English and they did not have enough prior knowledge about English due to they came from different primary schools. While the 8th grader was chosen because they had gotten English subject for around one year. Besides that, ten students have been chosen consisting of five students from seventh graders and five students from eighth graders. This was done in order to see students' responses both students from grades seventh and eighth towards the elicitation techniques employed by the English teachers.

To collect the data in this study, some instruments were used such as the researcher, observation checklist, observation sheet, interview guide, video recording device, and audio recording device. In this study, the researcher conducted classroom observations both audio and video recordings of the participants during the teaching and learning process in English class. Therefore, the researcher made audio-video recordings of nine speaking classes to catch all teachers' elicitations both verbal and nonverbal. Moreover, the observation checklist helped the researcher to tick what types of elicitation techniques were implemented by teachers in

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eliciting students to speak which were categorized into short answer elicit and long answer elicit. The observation sheet was used to indicate the occurrence of types of elicitation implemented by teachers during observations. Moreover, field notes were also taken to cover some information unfolded from the recordings. Further, the interview guide was used to get the data on the students' responses toward the elicitation technique employed by the English teacher. The interview was delivered in Bahasa Indonesia to make the interviewees easier to answer the questions and to avoid misunderstanding. After the data were obtained, the data were analyzed by following Miles et al. (2014) triangulation method consisting of data condensation, data display, and conclusion drawing and verification.

FINDINGS AND DISCUSSION

Types of elicitation techniques implemented by English teachers in eliciting students to speak

The first finding of this research question is that both English teachers used different variations of elicitation techniques in eliciting students to speak in English. The average use types of elicitation techniques by both teachers are presented in Table 1.

Table 1. The Average Use Types of Elicitation Techniques by T1 & T2

No	Types of Elicitation Technique (s)	T1	T2	Average
		Frequency (%)		
1	Yes-No Question	41 (22.9%)	33 (25.4%)	37 (23.9%)
2	True-False Statement	8 (4.4%)	0	4 (2.6%)
3	Choice Questions	13 (7.2%)	2 (1.5%)	7.5 (4.8%)
4	WH Short-Answer Question	62 (34.4%)	23 (17.7%)	42.5 (27.4%)
5	Inverted Question	3 (1.7%)	3 (2.4%)	3 (1.9%)

6	WH Longer-Answer Question	13 (7.2%)	0	6.5 (4.2%)
7	Speech Prompts	22 (12.2%)	67 (51.5%)	44.5 (28.7%)
8	Hypothetical Question	6 (3.3%)	2 (1.5%)	4 (2.6%)
9	Personal Question	5 (2.8%)	0	2.5 (1.6%)
10	Tag Question	7 (3.9%)	0	3.5 (2.3%)
Total		180	130	155

Table 1 illustrates the average use types of elicitation techniques combined by T1 & T2. Based on the table, there were 10 types of elicitation techniques implemented combined from T1 & T2. They were *Yes-No Question*, *True-False Statement*, *Choice Questions*, *WH Short-Answer Question*, *Inverted Question*, *WH Longer-Answer Question*, *Speech Prompts*, *Hypothetical Question*, *Personal Question*, and *Tag Question*. However, from the total types of elicitation techniques used, 6 of them were only used by T2. While 10 types were implemented by T1. From this amount, it can be assumed that there was a similarity between both teachers where they did not use General Question as the leftover type of elicitation technique available. Therefore, it did not put as the category of the types in the table.

By looking at the average use types of elicitation techniques combined by T1 & T2, it can be concluded that the most frequent type of elicitation technique occurred for T1 was WH Short-Answer Question with the frequency reaching 62 (34.4%), while, T2 was Speech Prompts by the frequency reaching 67 (51.5%). As a result, the frequency total used by both teachers reached different amounts which made the final total resulting the amount of 155 average used combined by T1 & T2. Even though both teachers used elicitation techniques but they had their own preferences in using the type of elicitation techniques and how frequently they use each type in eliciting students to speak in English classrooms due to the topic as well as the level of the students.

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As seen previously, teachers tended to use different types of elicitation techniques in eliciting students to speak in English. T1 as mentioned previously implemented 10 out of 11 types of elicitation techniques with a total frequency amounted 180. The 10 types of elicitation techniques used were *Yes-No Question*, *True-False Statement*, *Choice Questions*, *WH Short-Answer Question*, *Inverted WH Question*, *WH Longer-Answer Question*, *Speech Prompts*, *Hypothetical Question*, *Personal Question*, and *Tag Question*. While T2 only implemented 6 out of 11 types of elicitation techniques the total frequency reached an amount of 130. The 6 types of elicitation techniques used were *Yes-No Questions*, *Choice Questions*, *WH Short-Answer Questions*, *Inverted WH Questions*, *Speech Prompts*, and *Hypothetical Questions*. Based on these findings, it can be seen that the differences were very obviously different in the types of elicitation techniques as well as their frequencies of use during the teaching and learning process in the classroom. Even though both teachers used elicitation techniques but they had their own preferences in using the type of elicitation techniques and how frequently they use each type in eliciting students to speak in the English classroom due to the topic as well as the level of the students.

The present study found out that short answer elicits like *WH Short-Answer Question* and *Yes-No Questions* as well as long answer elicit like *Speech Prompts* were the most frequent types used in eliciting students to speak. While *Inferential Question* like *Hypothetical* and *Personal Questions* were the lowest frequent types used. Even, *General Question* as the type of *Inferential Questions* was not used in this study. This finding was in line with Sasmita, et al. (2013) who found that questioning elicits occupied the highest frequency (54.80%) as teachers' technique in eliciting students to talk during classroom interaction since students can actively participate in expressing their opinions. In addition, the result of the present study was corroborated by Usman, et al. (2018) found that eliciting inform reached the highest frequency (72.23%) as the type of elicitation

technique applied by the lecturers in inviting students to speak. Further, Nova (2019) also claims that elicits inform like *WH questions*, *yes/no questions* reached the highest frequency (45.16%) as the types of elicitation techniques applied by teachers. Mandasari, et al. (2019) also claim that asking questions combined with dialogue was mostly used by English teachers (73.91%). Thus, the finding of the present study supports the study of Husna & Amri (2018) claim that asking questions is one of the best eliciting techniques for getting ideas and responses from the students.

To sum up, the type of elicitation techniques used by the two English teachers in eliciting students to speak in English in this study was obviously different due to it was determined by the grade and the topic they teach (Harmer, 2007 in Nargiza, 2021; Brown, 1994 in Omari, 2018). Therefore, the teachers played their roles as facilitators who facilitated students to achieve their learning goals with the teaching competencies that they master.

How elicitation techniques implemented by English teachers in eliciting students to speak

As presented in the table previously, each teacher has their own preferences in terms of how frequently they used each type of elicitation technique. In order to see the average use of elicitation techniques based on each teaching segment by T1 & T2, Table 2 is presented.

Table 2.
T 1 & T2 Elicitation Techniques Used
According to Teaching Segment

No	Segment	Frequency (%)		Average Use of Elicitation Technique
		T1	T2	
1	Pre-Activity	35 (19.4%)	44 (33.9%)	39.5 (25.5%)
2	Whilst-Activity	111 (61.7%)	41 (31.5%)	76 (49%)

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3	Post-Activity	34 (18.9%)	45 (34.6%)	39.5 (25.5%)
Total		180	130	155

Table 2 shows the average use of elicitation techniques according to the teaching segment by T1 & T2. It was combined with the total frequent types used by T1 and T2 in each teaching segment. From this calculation, it was found that the highest average use of elicitation techniques between both teachers occurred during the whilst activity reaching 76 amount (49%). This was because this teaching segment has the longest duration of the teaching and learning process took place. This made teachers frequently use elicitation techniques in initiating and eliciting students to speak in answering the questions asked by the teachers.

Furthermore, it was also found that the average use of elicitation techniques in the pre-activity was equal to the average use in the post-activity reaching 39.5 amount (25.5%). Both teachers used a similar proportion of elicitation techniques both in pre and post-activity due to in these teaching segments the teachers can check students' readiness and understanding of the material that has been learned and will be learned. For instance, both teachers brainstorm with students by asking some short answer questions at the beginning of the teaching and learning process to recall students' prior knowledge about the previous lesson. On the other hand, both teachers also checked students' understanding of the material taught at the end of the teaching and learning process by using *prompts* and *yes-no questions*. Thus, in pre and post-activities, teachers did not ask students a lot just to know students' recent conditions and whether students have achieved the learning

objective or not. As a result, it can be calculated that the total average use of elicitation techniques used according to the teaching segment by T1 & T2 reached the amount of 155.

Therefore, it can be concluded that the most frequent elicitation techniques used by T1 occurred during whilst activity with a frequency reached 111 (61.7%), while, T2 occurred in post activity with a frequency reaching 45 (34.6%). Even though both teachers used elicitation techniques but they have their own preferences in using the frequency of elicitation based on each teaching segment.

As seen previously in Table 2, both English teachers indicated obvious differences in the frequency of the types of elicitation techniques used based on the teaching segment. In other words, each teacher has their own preferences in terms of how frequently they used each type of elicitation technique based on each teaching segment. The findings showed that T1 was more preferred to use elicitation techniques during the whilst activity, while, T2 was more preferred to use the elicitation techniques during the post-activity. This indicated that each teacher has their own ways of using the type of elicitation techniques in each teaching segment.

As described previously, the two teachers observed in this research teach different levels, T1 teaches grade seven and T2 teaches grade eight. Both teachers were teaching different topics, for example, T1 during the observation teaches the topic of Descriptive Text which focused on describing people and animals. While, T2 taught the topic of Simple Past Tense by focusing on the nominal and verbal sentence forms as well as the sentence type (affirmative, negative, and interrogative). The finding showed that they were different in using the types as well as the frequencies of use of elicitation techniques based on each teaching segment. But they were the same in several things like giving: straightforward questions, feedback, verbal and nonverbal reinforcements, nominations, and wait time in implementing elicitation

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techniques during the teaching and learning process.

Interestingly, based on the observation, it was found that T1 and T2 were the same in giving feedback, they always gave feedback after the questions had been answered by the students like saying “Yes, Right, That’s Good, Excellent, Good Job, Great, etc.,”. However, they did not only say those words, but they also provided examples, revise students’ errors, and sometimes added some new vocabulary. This finding was supported by Ayouni & Sukny (2022) & Almohizea (2018) who state that feedback can be given through assessment and correction. It is also corroborated by Fitriani, et al. (2018) who state that lecturers should be more aware of using elicitation for students’ speaking improvement. Some important points including feedback, nomination, a clear voice, and a wait-time need to be implemented for successful elicitation. Various techniques of elicitation other than questions like body language, gap sentences, and strategic pausing should be utilized to elicit students’ talk.

Based on the finding, it can be summarized that the similarity may be due to the formal authority of a teacher in which she/he has an important role as someone who is being in authority or as a resource person (Cross, 1992). In other words, formal authority means that the teacher is viewed by students as someone who is sensitive toward their learning as well as someone to whom they can go for advice. While the difference may be due to the grade and the topic they teach, feedback, reinforcement, wait time, and nomination (Harmer, 2007 in Ayouni & Sukny, 2022); Ratminingsih et al., 2018).

The students’ responses toward the elicitation technique employed by the English teachers

As mentioned previously, the elicitation technique used by the teacher can be expected to encourage students to speak. This needs to be proven through research, in other words, this research question is mainly aimed at finding out what are students’ response to the implementation of the

elicitation techniques employed by the English teachers in eliciting students to speak in English. The answers to this research question are presented in Table 3.

Table 3. Students’ Responses toward the Elicitation Technique Employed by the English Teachers during Interview

No	Student(s) Questions	Responses										Average	
		1	2	3	4	5	6	7	8	9	10		
1	Apakah kamu merasa termotivasi untuk menjawab pertanyaan-pertanyaan yang ditanyakan oleh guru?	√	√	√	√	√	√	√	√	X	√	√	90%
2	Apakah kamu merasa termotivasi menjawab pertanyaan dari guru dengan Bahasa Inggris?	√	√	√	√	√	√	√	√	√	√	√	100%
3	Apakah kamu memahami pertanyaan-pertanyaan yang ditanyakan oleh guru dalam Bahasa Inggris?	√	√	√	√	√	√	√	√	√	√	√	100%
4	Apakah kamu merasa tertantang untuk berbicara menggunakan Bahasa Inggris di mata pelajaran Bahasa Inggris?	X	√	√	√	√	√	√	√	X	√	√	80%
5	Apakah pertanyaan-pertanyaan yang diberikan oleh guru mampu membuat kalian berusaha menjawab dalam Bahasa Inggris?	√	√	√	√	√	√	√	√	√	√	√	100%
6	Apakah pertanyaan-pertanyaan guru membuat kamu bisa meningkatkan kemampuan berbicara dalam Bahasa Inggris?	√	√	√	√	√	√	√	√	√	√	√	100%

Table 3 shows the students’ responses toward the elicitation technique employed by the English teachers during the interview session. Based on the table, it can be seen that there were six questions asked to a total of ten students during the interview. Out of the six questions asked, there were four questions that obtained positive responses from the ten students by reaching an average of 100%. While the rest two questions obtained an average of 80% and 90%. For the first question, most of the students answered “yes” and only one student answered “no”, hence the total average amounted to 90%. In addition, it was found that out of 10 students also gave positive responses to the second and third questions. It was proven by the total average of the second and third questions reaching the same amount of 100%. However, for the fourth question, 2 out of 10 students gave negative responses which resulted in an average of 80%. Since all students answered

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“yes” to the fifth and sixth questions, the total average for these two questions reached the same amount of 100%. Based on the obtained data, it can be assumed that the implementation of elicitation techniques by the English teachers obtained positive responses from the students.

The following explanation provides some of the students’ responses during the interview. Referring to the first question, 4 out of 10 students felt motivated regarding the first question due to they wanted to improve their pronunciation and fluency in speaking. It can be seen in the following quotation #1:

“Saya termotivasi untuk menjawab pertanyaan-pertanyaan yang ditanyakan oleh guru, soalnya bisa nambah skill Bahasa Inggris saya dan saya juga ingin melatih pronunciation saya agar lebih bagus, agar nantinya saya bisa berbicara secara langsung dan lancar dengan orang lain.”

[I’m motivated to answer the questions asked by the teacher because it can improve my English skill and I also want to train my pronunciation to be better, hence, I can speak directly and fluently to others later on.]

The above quotation showed that the implementation of the elicitation through asking questions can encourage students to speak since they wanted to improve their speaking skills, especially their pronunciation and fluency. Therefore, they were motivated to answer due to they can practice their speaking by answering the questions. This finding supports Darn (2009) in Nargiza (2021) who states that one of the advantages of implementing elicitation techniques, it can facilitate students to speak and provide a large opportunity for language practice

In addition, regarding the first question, there were also several students who had similar views which they felt motivated in answering the question due to they wanted to check their understanding of the material learned. It can be seen in the example of the following quotation #2:

“Saya termotivasi untuk menjawab pertanyaan-pertanyaan yang ditanyakan oleh guru, karena saya bisa jawab sama apa yang

gurunya tanyain jadinya gak diem aja dikelas jadi lebih aktif gitulah dan saya juga bisa mereview apakah kita sudah mampu untuk belajar Bahasa Inggris apa belum.”

[I’m motivated to answer the questions asked by the teacher because I can answer what the teacher asked, it makes me become more active in the classroom, besides, I can also review whether we have been able to learn English or not.]

The above quotation showed that elicitation employed by the teachers can help students to check how far they caught the material that had been taught by reviewing them through answering the questions asked by the teachers. Since they felt motivated in answering the questions, it can avoid their boredom in following the lesson. In other words, it automatically made them more active in following the teaching and learning process in the classroom. It supported the statement from Darn (2009) in Nargiza (2021) who states that teachers can use eliciting techniques as a tool to check students’ understanding of whether they have understood or not the material being taught. While the students can learn more from the mistake they made by linking the old and new information that they obtained.

Regarding the second question, it was found that out of 10 students felt motivated to answer the questions from the teacher in English. Based on the result from the interview, it was found that out of 4 students said that they felt motivated to answer the questions from the teachers in English because they have the curiosity to learn more about new vocabulary in English. It can be seen in the example of the following quotation #3:

“Saya lebih termotivasi untuk menjawab pertanyaan saat guru berbicara dengan menggunakan Bahasa Inggris jadi misalnya ada kata-kata sulit itu kita lebih tambah penasaran dan ada keinginan lebih untuk menjawab. Jadi karena ada keinginan untuk menjawab kita jadi lebih termotivasi untuk menjawab pertanyaan itu.”

[I feel more motivated to answer the questions when the teacher speaks using English, in case there are some difficult words,

we can be more curious and have more desire to answer. Since there is a desire to answer so we can be more motivated to answer that question.]

This quotation proved that the implementation of the elicitation by the English teachers made students feel more curious and aware of the questions from the teachers since they contained new difficult words or vocabulary in English. It was corroborated by Alsubaie (2015) in Oryza et al. (2022) who claimed that the elicitation technique involves learners in the process of understanding and discovering language due to it asks learners to come up with vocabulary, language patterns, and rules. Referring to this statement, it seemed that the vocabulary used when asking questions also determined the students' responses to the elicitation techniques employed by both English teachers.

Regarding the third question, it was found that out of 10 students gave positive responses that they understand the questions asked by the teacher in English. For instance, 7 out of 10 students said that they understood the questions asked in English because the language and the vocabulary used were not too difficult and quite simple. It can be seen in the example of the following quotation #4:

“Saya memahami pertanyaan-pertanyaan yang ditanyakan oleh guru dalam Bahasa Inggris karena saat guru menanyakan Bahasa-bahasa guru itu juga tidak terlalu rumit dan agak-agak simple cuman jika ada kata-kata sulit tu kita lebih penasaran dan kita lebih mencari-mencari gitu dan menanyakan sesama teman dan bekerja sama untuk memikirkan dan langsung kita menjawab pertanyaan guru secara bergantian. Dan biasanya gurunya juga menanyakan sesuai dengan level kita misalnya gurunya menanyakan “What is your father?” gitu trus kita semua tu kayak disuruh guru menjawab kayak “My father is a worker at ...”.”

[I understand the questions asked by the teacher in English because when the teacher asked the languages used were not too difficult and quite simple, however, if there are many difficult words, we will be more curious and want to find out the meaning of those

words. We also asked other friends and worked together to think about the answer and we directly answered the questions from the teacher by turns. And the teacher usually asked based on our level, for instance, the teacher asked “What is your father?” then we all here were asked to answer the question by “My father is a worker at...”.]

The above quotation proved that elicitation techniques implemented by the teachers can be understood by the students due to the language and also the choice of vocabulary used was quite simple and appropriate to the student's level of understanding. It was also found that the teacher showed how to answer the questions asked by using such a formula as mentioned in the above quotation. It was supported by Brown (2004) in Ramli et al. (2021) stating that teaching English to beginners should consider learners' proficiency since they have little prior knowledge about the target language. Thus, it was a good thing to be done by the teacher because it can help the students as well as introduce them to how to answer the questions in English appropriately based on the order.

Furthermore, based on the fourth question, it was found that 8 out of 10 students gave positive responses that they felt challenged to speak English in English subjects. For instance, 5 out of 8 students felt challenged to speak because they wanted to improve their speaking skills. It can be seen in the example of the following quotation #5:

“Iya saya merasa lumayan tertantang untuk berbicara menggunakan Bahasa Inggris di mata pelajaran Bahasa Inggris, karena saya merasa bahwa saya tidak begitu pintar Bahasa Inggris dan karena itu saya ingin melatihnya dan juga saya agak gugup dalam berbicara dengan Bahasa Inggris jadi saya ingin melatih kemampuan berbicara saya dan juga kepercayaan diri saya.”

[I feel quite challenged to speak using English in English lessons because I feel that I am not too smart at English hence, I want to train it. Besides, I am quite nervous about speaking English, that's why I want to train

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both my speaking skill and also my self-confidence.]

This quotation showed that elicitation techniques employed by English teachers can encourage students to speak in English and also train their self-confidence to be brave in speaking English. It proved that elicitation can be used as media to make students keep practicing speaking English since they initiated to convey their opinion spontaneously. This finding is supported by Cross (1992) and Darn (2009) in Nargiza (2021) who state that using elicitation techniques can initiate students to speak to express their opinion spontaneously.

Based on the fifth question, it was found that out of 10 students gave positive responses that the elicitation implemented by the teachers can make them struggle to answer the questions asked in English. For instance, 5 out of 10 students said that they struggled to answer using English because they wanted to show their understanding of the language used by the teacher in asking the questions. It can be seen in the example of the following quotation #6:

“Iya mampu karena saat pertanyaan-pertanyaan itu diberikan kami mampu itu karena saat guru memberikan kata-kata sulit kita berusaha untuk menjawab dan misalnya ada yang salah kita jadi lebih berusaha lagi, misalnya orang yang pertama menjawab masih salah jadi orang yang menjawab selanjutnya akan berusaha menjawab lebih benar. Jadi saya mempelajari dari hal yang sudah terjadi.”

[I am able because when the questions were given by the teacher, she also gave such difficult words and we struggled to answer. If for example there is a student who answered incorrectly, we will be more struggled in answering the question, and if there is still an answer incorrectly, the next students will be struggled to answer the question more correctly. So that I learn from something that has happened previously.]

This quotation showed that elicitation techniques implemented by English teachers can make students struggle to answer questions using English. It was proven by the

efforts of students in answering the questions by paying attention to some difficult vocabulary conveyed by the teacher when asking the questions. As a result, it automatically will enrich students' vocabulary mastery. This finding is supported by Scrivener (2005) in Ramli et al. (2021) and Cross (1992) claim that elicitation techniques can encourage students to speak English since they have intrinsic motivation or self-initiation to speak spontaneously without being determined by other aspects like bonus points and show off to get approval from others.

Finally, the sixth question was the most important question which become the focus of this study. Based on the result from the interview, it was found that out of 10 students gave positive responses that the elicitation techniques implemented by the English teachers can increase their speaking skills in English. In addition, most of the students said that their speaking skills increased since they get used to speaking in English when the teachers asked questions by using English too. It automatically made students think of what they should say to answer that question when they were asked to speak in English too in answering the questions asked. Besides, since they get used to speaking in English, so indirectly they felt that their speaking skill in English increased due to when answering the questions, and they also learned how to pronounce and use the words appropriately at the same time. Therefore, the more they practice, the richer their vocabulary and so, they can speak English fluently. It was proven in the following quotation #7:

“Iya bisa meningkatkan kemampuan berbicara Bahasa Inggris saya. Misalnya gurunya bertanya dengan Bahasa Inggris kita pasti akan berbicara dengan Bahasa Inggris juga, saat itu sudah terjadi secara terus menerus dan otomatis kita juga akan terbiasa dengan Bahasa Inggris. Jadi karena kebiasaan yang dilakukan secara berulang-ulang kita akan bisa meningkatkan kemampuan berbicara dalam Bahasa Inggris.”

[Yes, it can increase my speaking skill in English. For instance, when the teacher

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asked by using English, for sure we will speak using English too. When it happened continuously and frequently, it automatically will make us get used to speaking in English. That's why, since it was done habitually, we will be able to increase our speaking skills in English.]

This quotation proved that since elicitation techniques are implemented by the teachers habitually, they will be able to help students keep practicing their speaking skills. In other words, if the teachers used elicitation as a routine, for instance through question and answer activities, it automatically trained students' speaking skills. As a result, it directly will make students get used to speaking in English. This finding was supported by a statement from Harmer (2007) in Nargiza (2021) who states that repetition plays an important role in language learning due to it helps them in remembering the knowledge as well as being able to use it.

As seen previously in Table 3, most of the students positively responded to the implementation of the elicitation techniques employed by the English teachers in motivating them to speak English in the classroom based on their answers during the interview was conducted. The students felt motivated to answer the questions asked in this case the elicitation techniques employed by the teachers due to some possible reasons.

This study found that the student's responses to the elicitation techniques employed by the English teachers obtained mostly positive responses. It was proven by students were motivated to speak since the teachers implemented elicitation techniques. They also felt that their speaking skill increased since the teachers implemented elicitation techniques. This finding was supported by a study conducted by Fitria & Sofyawati (2018) and Ramli et al. (2021) who found that the elicitation technique has a significant impact on students' communicative competence. Moreover, the finding of this study was also supported by a study from Halim & Halim (2019); Nargiza (2021); Oryza et al. (2022) found that elicitation techniques have a positive effect in increasing the number

of students' contributions and maximizing students' interactional space since they were encouraged to express their opinions and expand their participation in following the teachers' elicitation.

In addition, students' responses were determined by both intrinsic and extrinsic motivations. The intrinsic covered their initiation and desired to speak for the sake of learning itself. While, the extrinsic covered the extrinsic incentives as bonus points, approval, competition, praise, and compliment. This finding supported the statement from Halim & Halim (2019) and Brown (2004) in Ramli et al. (2021) stating that intrinsic and extrinsic motivations play a vital role in determining whether students succeed in language learning. However, even though, most of the students positively responded to the elicitation techniques employed by the English teachers, there were also some students who criticized the way teachers in implementing the elicitation techniques.

Based on the above findings that support the finding in this study, it can be concluded that those studies support that the implementation of the elicitation techniques employed by the English teachers in motivating students to speak obtained positive responses from the students since they felt motivated to speak English which made their speaking skill improved. Thus, this idea was in line with Cross (1992) who states that elicitation techniques are effective to be used in order to initiate students to speak and contribute to the interaction spontaneously.

CONCLUSION AND SUGGESTIONS

Conclusion

Based on the findings of this research, it can be concluded that English teachers already implemented elicitation techniques and fulfilled the category of types of elicitation techniques proposed by Cross (1992). There were 10 types of elicitation techniques used by both teachers in differing frequencies. T1 used 10 types, while, T2 used only 6 types. The 10 types used were *Yes-No Question, True-False*

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Statement, Choice Questions, WH Short-Answer Question, Inverted WH Question, WH Longer-Answer Question, Speech Prompts, Hypothetical Question, Personal Question, and Tag Question. The most frequent type used by T1 was *WH Short-Answer* 62 (34.4%), while, T2 was *Speech Prompts* 67 (51.5%). *Inferential Question* like *hypothetical* and *personal questions* became the most rarely used type of elicitation technique. This finding was in line with Alsubaie (2015) in Almohizea (2018) found that *Yes-No Question* and *Close/Display Questions* were more frequently used rather than *Open/Referential Question*. While, Fitriani, et al. (2018) found that the *WH-Questions* type placed the highest frequency of elicitation used in speaking class since it can encourage students to give the long answer.

Moreover, T1 and T2 were different in implementing the types as well as the frequency of elicitation techniques in each teaching segment. T1 was more preferred to use short answer elicit during the whilst activity 111 (61.7%), while, T2 was more preferred to use longer answer elicit during post-activity 45 (34.6%). In addition, this difference was caused by the different levels and different topics. On other hand, both teachers were similar in the way they gave feedback, reinforcement, nomination, wait time, and straightforward questions. This similarity is due to their role as the formal authority. These findings were in line with some empirical studies such as Alsubaie, (2015) in Almohizea (2018) and Fitriani, et al. (2018) which have the same findings that the wait time, nominations, and feedback determined the success of the implementation of elicitation techniques in eliciting students to speak.

Furthermore, the implementation of elicitation techniques employed by the English teachers mostly obtained positive responses from students. They felt motivated in speaking towards the implementation of elicitation techniques by the teachers due to they wanted to improve their pronunciation, fluency, vocabulary mastery, and self-confidence. This resulted that their speaking skill increasing

since the teachers implemented the elicitation techniques in eliciting students to speak. This finding was in line with Fitria & Sofyawati (2018) and Ramli et al. (2021) who found that the elicitation techniques implemented by teachers gave a positive effect on students' communicative competence and their contributions or participation in following the teachers' elicitation. This finding is corroborated by Husna & Amri (2018) who claim that elicitation is an appropriate technique to improve students' speaking skills as they can have the opportunity to convey and share what they know and also help students to develop their skills.

Suggestions

Based on the findings of this study, there were some suggestions recommended for teachers and also the policy maker in order to effectively conduct elicitation techniques in the classroom. Since 1 teacher in this study used 6 out of 11 types of elicitation techniques proposed by Cross (1992), this indicated that both teachers need more variations in motivating students to speak, so it is suggested that teachers need to use more variations of the types of elicitation techniques to motivate students to speak.

This research found that the teachers used elicitation techniques in a not really good way since they did not manage well the nomination and wait time, as well as they, did it straightforwardly. Since then, the student's contribution was hampered and they lost their attention, as well as the effect of this, made students answer straightforwardly, meaning that the students did speak but the speaking was not extended. Or in other words, the students did not use initiation to speak more than they answer the questions. So, it is suggested that teachers need to consider giving nominations, and a wait time, and also, they have to be more sensitive in restating the questions and making variations of questions so that students initiated to speak more than only answering the questions straightforwardly.

This research found that most of the students positively responded to the elicitation

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techniques employed by the teachers. In other words, it made them feel motivated to speak since they wanted to improve their pronunciation, fluency, vocabulary mastery, and self-confidence. However, some students criticized the way of teachers in implementing the elicitation techniques. This is related to the second suggestion; teachers may need more training in using elicitation techniques. So further suggestion is forwarded to the policy maker in education to conduct some training on motivating students to speak in the classroom.

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