

ABSTRACT

Rohman, Nur, (2016). *The Effect of Lecturer's Eliciting Technique toward Students' Activeness in Speaking Class Activity of Second Class at Islamic State University Sunan Ampel Surabaya*. A thesis. English Teacher Education Department Faculty of Tarbiyah and Teacher Training, SunanAmpel State Islamic University, Surabaya. Advisor: Rakhmawati, M.Pd

Key Words: *Eliciting Techniques, Students' activeness and Speaking Class.*

This research was done in second semester of English Department. In the semester, the speaking class named Everyday Communication. The goal of this class is to improve their speaking ability, especially for daily communication. Therefore, the lecturer should be able to facilitate and expand students' opportunity to practice speaking because this is the very beginning step to build up the students' confidence before stepping to the next speaking class called Speaking for Group activities. For this reason, this thesis analyzes the lecturer's eliciting technique in Everyday Communication class, UIN Sunan Ampel Surabaya. In this research, the research was done to know eliciting techniques that used by the lecturer and the effect of eliciting technique used by the lecturer for the students in Everyday Communication class. This research used qualitative method because the researcher started from the theory of the Eliciting technique to encourage the students. Furthermore, data was collected through the transcription of the class and interview from the lecturer and the students. The eliciting techniques that the lecturer used are; Polar Closed Question, Closed Question, Open Question, and Socratic Question, while the effects of eliciting techniques used by the lecturer in "Everyday Communication Class" are in the form of thier responses and actively responded by the students. However, responses of the students were in the form of short answer. As matter of fact, Polar closed question led students to answer in form of "yes/no" response. In addition, for closed question, the students' responses are based on the factual information that they knew. Furthermore, in open question, here the students have more opportunity to participate and Socratic question is one to lead students to realize or discover something. Moreover, in the eliciting techniques that students exactly have more opportunity was not maximizing by the lecturer. As example, the lecturer just used once Socratic question and none of catalytic question. For this reason, the lecturer must be able to create suitable question with the student's level in order that, the students will easily understand the question and engage the opportunity of learning.