

# INTRODUCTION

As English department, the students are not only demanded to master the grammar, writing and reading but also speaking competence. Therefore, the department provides step by step speaking class to equip the students with adequate speaking skills. In the first semester, the English department did not definitely determine the class of the speaking but Intensive Course (IC). In IC, the subject is the basic of all English competences which the purpose, is to give the general view and foundation about English.

Besides, everyday communication class helps the students to improve their ability to adapt in using daily speaking. Furthermore, the students are given opportunity to practice the speaking skill. In this case, the lecturer can train the students to have interaction with the other students without any anxiety that they feel. as a result, the students improve their speaking fluency and accuracy.

Those purposes of every day communication class, of course they rely on the lecturer's capability in conducting communicative interaction with the students. For this reason, the lecturer must be able to provide opportunity for the students in speaking through effective interaction. In brief, the lecturer play vital role in improving the students' speaking ability through the classroom interaction.

In the class, the students will be taught basic speaking aspects such as introducing students' identity, describing students' daily activity, social life, unforgettable moment and etc. These activities enable students to interact and describe one another. As an example, in Me and Myself activity, the lecturer provided some questions and got students to look for information about the other student's identity then describe it in front of the class. Furthermore, through this activity the students are able to practice basic grammar that they got in the previous class. As matter of fact, the students will use simple present to ask and describe the information. In addition, students will use simple past tense to tell about the unforgettable moment.

Based on this case, the researcher was interested to make a research in the Everyday Communication class, by the focus on the eliciting technique used by the lecturer. This research is proposed to help the lecturer to create a proper teaching technique to have good communicative classroom activities that actively participated by all students in the class. Thus, materials that were given to the students would be spread evenly. The other reason of why the researcher was interested to make a research the Everyday Communication class was because fundamental speaking which can make the students communicate in simple

conversation. In short, the Everyday Communication class, the students begin to build the foundation of their speaking. In addition, from the preliminary research, the researcher found that most of the students of the Everyday Communication class expect to gain the better understanding and practice of the language taught. For example, although the students grammatically know the correct use words arrangement but most of them still confused in implementing the grammatical order. Furthermore, the researcher assumed that the use of eliciting techniques during the teaching learning can be improved to encourage greater participation of the students. Moreover, the lecturers' teaching styles were demanded to encourage interactive language used. By that way, the students would have many opportunities to practice the skill they are learnt.

By that purpose, the role of lecturer was very crucial to prepare and train the students to know the basic speaking before continuing to the higher one, whether how the lecturer determined the objective of the class, the lecturer designed the classroom activities or the lecturer brought the class onto the pedagogic goals.<sup>1</sup> In addition, the lecturer's should not only pay attention to the design classroom activities but also pay attention on the implementation through the lecturer's' interaction.

When there is factual information that students need to know, simply telling them is the fastest way to transfer the information. However, if this technique is used repeatedly, the class will be monotone and lecturer centered class. In addition, when the lecturer is telling about the information, it does not guarantee

<sup>1</sup>Steve Walsh., *Investigating classroom discourse* (USA and Canada: Rout ledge, 2006)

that the students will listen, understand and learn. For this reason, it is important to use another strategy in making the students understand the information.

One of the strategies that can be used by the lecturer is eliciting technique. Eliciting technique is how the lecturer draws a thing from students by the purpose that the students will be involved in the classroom activities. By the eliciting technique, the student will be led to greater thinking and interest to learn toward making discoveries for themselves.<sup>2</sup>

Naturally, university students have higher level than senior high school and they get different materials presence. It means that they are demanded to make their own discoveries. In this case, they need to be accustomed in participating the classroom activities. By this fact, the researcher intended to make this research in the Everyday Communication class. The researcher considers that the Everyday Communication class students need more training in speaking fluency and accuracy. Thus, eliciting technique, hopefully will help them to actively participate in the classroom activities. Furthermore, this research is intended to help the lecturer in knowing the appropriate eliciting technique.

In addition, the researcher chose the speaking activity because researcher would like to know the effect of the eliciting technique implemented in the speaking class activity. It means that the eliciting techniques that were used by the lecturer in the speaking class activity will hopefully help the lecturer to reach the goal of the lesson. In this case, the eliciting techniques gave the effect to students' activeness in participating the classroom activities in which, students would be encouraged to

<sup>2</sup>Jim Scrivener. *Classroom Management Technique*. (UK: Cambridge University Press, 2012)



speaking activity. Since the lecturer's eliciting will decide how students opportunity learning, especially in speaking. In this case, the researcher focused on how the lecturer's eliciting technique used and how it affects the students' activeness.

## B. Research Question

Based on the background of the study above, there are two problems that have occurred:

1. What are eliciting techniques that used by the lecturer in “Everyday Communication” class?
2. What is the effect of eliciting technique used by the lecturer for the students in “Everyday Communication” class?

lecturer's eliciting technique engaging the students in participating to the speaking activity. As a consequence, this study is expected to give beneficial information for the lecturer toward the eliciting technique used in the classroom speaking activity. In hance, the lecturer can improve the eliciting technique in conducting active speaking class.

### E. Scope and Limitation of the study

There are some terms in this study that need to specify. There are a lot of ways in eliciting technique such as Socratic question, catalytic question, polar question, closed question and open question. In this case, the researcher overviewed the general eliciting technique in teaching learning activity. Consequently, the researcher will notify each eliciting technique used by the lecturer in speaking classroom activity.

The researcher did his research only in speaking activity time. In the other word, it is not for the other classroom activities. Also, this research will be done in two classes.

## F. Definition of key terms

There are some terms that need to be specified in this research to avoid the misunderstanding. Those are:

1. Eliciting: refers to Jim Scrivener's book that discussing about Classroom Management Technique. Eliciting is a technique of drawing things from students to encourage greater involvement, thinking and interest toward making discoveries for



3. Student's activeness: in this research refers to the activeness of the students to join the speaking activities of the classroom in other words, the students is being active to express their opinion dealing with the material given.

4. Effect: according to the Cambridge dictionary is the result of particular influence.<sup>9</sup> In this case, effect refers to the influence made by the lecturer's elicitation toward students' activeness in speaking.

<sup>9</sup>Cambridge advanced learner's dictionary 3<sup>rd</sup> edition. Cambridge. Cambridge university press, 2008.