CHAPTER II

REVIEW OF RELATED LITERATURE

A. Lecturer interaction

Interaction is not usually included in consideration of classroom management. Whereas, the way how lecturer says and acts, leads the students to do the instruction, is a central positive and communicative classroom. ¹ By this purpose, lecturer's instruction should pay attention to every single instruction in conducting teaching and learning activity, especially through the lecturer's elicitation.

In wider scheme the lecturer eliciting technique is in the form of lecturer interaction including the lecturer initiation and feedback.² In the classroom interaction, there are some activities such as; checking the error, initiating the interaction, giving feedback etc. furthermore the lecturer interaction may carry several purposes: command, clarification, and heuristic. To this purpose it is important for the lecturer to pay attention to each interaction used in conducting classroom activity.

Coulthard assumed that a through interaction lecturer will enable the student to access new knowledge, practice and maintain new skill, establishing

¹Robert C. Di Giulio. *Positive Classroom Management*, (United State of America. Corwin Press 2007)

²Walsh, Steve. *Investigating classroom discourse*.(USA and CANADA: Routledge, 2006)

relationship and so on.³ Similarly, lecturer is like a conductor of an orchestra. In orchestra, each move of the conductor hand, the orchestra will deliver different music and tone.⁴Likewise, the lecturer's interaction, each interaction that the lecturer makes will lead the student to different activities and skill practice. Hence, lecturer should be able to facilitate communicative interaction to provide students' with more time to practice the speaking skill. In short, the students' participation relies on how the lecturer uses interaction particularly eliciting the students' response.

Traditionally, lecturer's interaction is in the form of initiation, respond, and feedback (IRF Pattern). Initiation refers to where the lecturer starts an interaction by questioning, eliciting, and instructing to invite the students' participation in form of respond.⁵ For the example, the lecturer asked the students about the lesson, asking opinion, eliciting the information, etc.In addition, respond refers to how the students reply toward the lecturer's initiation. Automatically, the students' respond is influenced by lecturer's initiation. As an example, when the lecturer's initiation in the form of closed question, the students' answer is in "Yes/No", also when the lecturer's initiation is in the form of opened question, will encourage students to give long answer.

The performance or production stage of the lesson should provide the students with the opportunity to use the language previously presented and practiced during the lesson in a communicative context. Students should be encouraged to express their ideas, opinions, and feelings in discussions and debates.

³Coulthard, M. Advances in spoken discourse analysis (USA and Canada. Routledge.2002).

⁴Coulthard, M. Advances in spoken discourse analysis (USA and Canada. Routledge.2002).

⁵Walsh, Steve. *Investigating classroom discourse*. (USA and CANADA: Routledge, 2006)

Sinclair et al. assumed that eliciting process is not only in the form of initiation-response (IR) but also in the form initiation-response-feedback, IRF, it means that the feedback is to evaluate the response. Actually, the occurrence of the third part, called feedback is something that should be happen because, the feedback will confirm whether the response is appropriate or inappropriate by that way, the role of the feedback is very powerful to tell students about the response that given.

A. Eliciting Technique

Eliciting is the technique of drawing things from students, mainly by asking questions, rather than using lecturer explanation. It leads to greater involvement, encourages thinking and nudges the learners toward making discoveries for themselves. To elicit instead of tell, we simply need to turn our statement into question, leaving it up to the students to look, think, decide and say the answer. For example, the lecturer can use a picture to encourage students' activeness in participating the classroom activity, by introducing the picture in this way; the students will be actively involved.

Adrian Doff assumed that the there are some advantages of eliciting. First, it helps to focus the students' attention and make them think. For example, here the students are demanded to focus and think of the eliciting given. Second, it helps students make the connection between what they already know and what they are about to learn. Automatically, the students encourage recalling what they already

⁶Jim Scrivener. *Classroom Management Technique*. (UK: Cambridge University Press.2012)

know about background knowledge and connect that to what they will learn about. Third, it helps the lecturer assess what the students already know. Here the lecturer will easily recognize to measure the ability dealing with the material given.

In elicitation, a lecturer can use picture, realias, gestures, and visuals to encourage student participation. Mostly the lecturer elicited students' response by using question. There are some kinds of questions that commonly used by the lecturer: Socratic question, Catalytic question, polar closed question, and open question.

a. Kinds of Eliciting Techniques

Question is central classroom activity that should be considered to encourage students' activeness. With the appropriate use, a question can be one of the main engines of classroom activity, by becoming more aware of the range of question types and the different ways that can be exploited. Here are the types of question.

1) Polar closed question.

This is a question to lead student to have "Yes/No" answer. For an example: 'Did parker buy car?', 'Is the word arrangement correct? According to Matthew S. Dryer, Polar questions are ones to which the expected answer is the equivalent of "yes" or "no" (and which are thus sometimes called "yes-no

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⁷Adrian Doff, Teach English: A training course for lecturer (UK 2012).

questions").⁸ Such question can be form whether in positive or negative form. Of course this kind of question does not necessary an alternative answer which mean the response is very simple, which not more than three word.

2) Closed question.

This is a question that often asked by using WH-question (e.g. what, who, whom, where, why, how.) this is called closed question because there is typically one correct answer or very limited number of limited answer. Closed question invites short focused answer which often (but not always) either right or wrong⁹. Usually, closed question are easily to answer because based on the certain information. Automatically, the response will be simple since it is questioning about fact finding scenario. For example: 'When did the parker come from America?', 'When have Hariri gone?'

Some researchers show this is the most commonly used question by the lecturer to interact with the students. Unfortunately, this type of this question just invites minimal participation from the students because it requires simple answer.¹¹

3) Open question.

This question can let the students to answer in different ways; there will be some possible answers can be ooccurred. Open question allows for them to have

⁸Matthew S. Drayer, *Polar Question in Teaching Learning* (UK, TWAC Press 2005).

⁹ Robert J Marzano et al, Classroom Interaction that Works. (USA, ASCD 2001)

¹⁰Skills you need. com.Types of Questions. Accessed on 16/06/2016

¹¹Mohamet E Osman & Michael J Hannafin, *Effect On Advance Organizing Questioning and prior knowledge in science learning*, (USA. Florida State University. 1994)

longer response and therefore encourage more creative and various responses¹² For example: 'How can we be healthier?', 'How can the machine work?'

A fair amount of research indicates that question which require students to analyze information frequently called higher level question produce more learning than question that simply require students to recall or recognize information frequently referred to as lower order question. ¹³Unfortunately, most of the questions that the lecturer used in teaching learning are lower order of question. ¹⁴ For this reason, it is important for the lecturer to extend the use of open question in order to encourage students' participation toward classroom activities.

4) Socratic questions

Socratic question is one of the way how the lecturer can use to elicit the students, it can lead the students to realize or discover something for themselves. ¹⁵It is possibly something that they did not fully know aboutor they may do something contradicted, inconsistency, or false assumption in their understanding. ¹⁶ In this case, the students need to increase theirknowledgefor what they know about. Inhence, the lecturer should clarify by using the Socratic question here.

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¹² Frank J Guszak, *lecturer questioning and reading* (University of Texas 1976)

¹³Redfield AG, *The Effect of Lecturer Questioning level on students* (GSTOR 1999)

¹⁴Fracesco Fillipone, *Questioning at Elementary Level* (ERIC 1998)

¹⁵Oxford, R. *Language Learning Strategies: What Every Lecturer Should Know*, Boston, MA: Heinle and Heinle(1990)

¹⁶Jim Scrivener. Classroom Management Technique. (UK: Cambridge University Press.2012)

5) Catalytic question

Catalytic question is to encourage students' learning and self-exploration dealing with the materials given. In other word, catalytic question helps the students to make their own decision rather than the lecturer tells them what to do. ¹⁷

Catalytic question is lecturer's agenda that implemented in his/her teaching activities where that leads to the way and controls something happen in the class. In this case, the lecturer should plan the lesson activities, structure and instruct through the lesson. In the other word, it is based on what the lecturer wishes to implement the catalytic question in the classroom activities that decide and guides.

b. The effect of lecturer's eliciting techniques.

Lecture's eliciting techniques effect refers to the influence made by the lecturer's elicitation toward students' activeness in speaking. Scrivener proposes that the way how the lecturer elicits the question will influence the students' response. Automatically, when the lecturer's eliciting technique usedsimplequestion, the students' response is inform of one or two word(s) only. In the other hand, when the lecturer's eliciting technique demands long answer, the students' responses will be more communicative. For example, when the lecturer uses opened question and closed question. For that reason, the eliciting technique requires the lecturer understands toward appropriate expectation of students in each

¹⁷Jim Scrivener. Classroom Management Technique. (UK: Cambridge University Press.2012)

¹⁸Jim Scrivener. Classroom Management Technique. (UK: Cambridge University Press.2012)

¹⁹Krashen, S., & Terrell, T. *The Natural Approach: Language acquisition in the Classroom*(Oxford: Pergamon Press, 1983)

step of language development.²⁰ Eliciting techniques were used on regular basis to elicit students' talk. The manners of elicitation which were paid the most attention to included "combining types of question".²¹ In this case, this is what going to be focus of this research that is the effect from student toward the elicitation made by lecture.

The effect of eliciting techniques on students' responses differs from to which types of questions lecturer used. It is noticed that the participation of students are greatly influenced by the nature of these questions. ²²Walsh (2013) believes that elicitation entails asking questions and that questioning is one of the principal ways in which lecturer control the classroom discourse. Many researchers investigate the types of questions selected by lecturers and kind of responses to these questions. Lecturer questions are categorized into: open and closed questions, polar closed question, Catalytic question and Socratic question. ²³

1) The effect of Polar closed question

According to Matthew S. Dryer, Polar questions are ones to which the expected answer is the equivalent of "yes" or "no" (and which are thus sometimes called "yes-no questions").24 Of course this kind of question does not necessary an alternative answer which mean the response is very simple, which not more than three word.

²⁰Addrienne L. Herrell and Micheal Jordan. *Strategies for Teaching English Language Learners Third Edition* (Canada: pearson Education, Inc, 2008)

²¹ Chu ThiHuyen Mi. Lecturers' use of Eliciting Techniques to Teach Speaking Skill to First-year of UET, VNU(Vietnam: UET Press 2012)

²² Ms. ShuruqAlsubaieAn Analysis of classroom discourse: elicitation techniques in Efl classrooms Language Instructor(ELI University of Jeddah, Saudi Arabia, 2015)

²³Walsh,S. Classroom Discourse and Lecturer Development, Edinburgh(Edinburgh University press, 2013)

²⁴Matthew S. Drayer, *Polar Question in Teaching Learning* (UK, TWAC Press 2005).

2) The effect of closed question

Closed question invites short focused answer which often (but not always) either right or wrong. Automatically, the response will be simple since it is questioning about fact finding scenario.²⁵

3) The effect of open question

This question can let the students to answer in different ways; for this reason there will be some possible answers that can be occurred. Open question allows for them to have longer response and therefore encourage more creative and various responses.

4) The Effect of Socratic question

It is possibly something that they did not fully know aboutor they may do something contradicted, inconsistency, or false assumption in their understanding.²⁶ In this case, the students need to increase theirknowledgefor what they know about. For this reason, the student response is relied on how lecturer uses the Socratic question to encourage student to actively participate in the class.

5) The effect of Catalytic question

Catalytic question is to encourage students' learning and selfexploration dealing with the materials given. In other word, catalytic question helps the students to make their own decision rather than the

 $^{^{25}}$ Skills you need.com.Types of Questions. Accessed on 16/06/2016

²⁶Jim Scrivener. Classroom Management Technique. (UK: Cambridge University Press. 2012)

lecturer tells them what to do. Similar to Socratic question, the student response is relied on how lecturer used the Socratic question to encourage student to actively participate in the class.

Considering the complication and importance of the classroom interaction toward the success of the learning, it is fair to say that to improve the quality of students' learning is by paying attention to each lecturer's eliciting technique to encourage students' in participating to the classroom activity. Thus, the students will have more opportunity of learning in practicing the material that given. As a result, students will be able to work and active in the classroom activities that can help them in understanding the whole materials, weather theories or practices.

Furthermore, by students actively involved in classroom activities, the lesson got will be easily remembered and practiced by the students. For example, the lecturer can invite students to actively participate by giving comment or feedback toward the lesson and explanation. By involving the student in teaching learning activity the student will have more understanding toward the process of the lesson.

B. Speaking class

During the globalization, it is big demand for being able to communicate efficiently in English. For a language learner that ability requires communicative competence that can be got by practicing frequently. ²⁷For this purpose, it is important to provide students in practicing students' ability in speaking more

²⁷Chu ThiHuyenMi, with the title lecturer's use of elicitation techniques to teach speaking skill to first-year students of UET, VNU (Hanoi ThS Nguyen Minh Tuan, 2012)

intensively, in this case in speaking class. In addition, through the practice will have to enhance students' confidence in communication.

According to Skehan, Speaking enables students to reflect and to communicate their opinion, to express their feeling, to ask a question and others. Unlike the other productive skills, speaking needs more stimulation to interact rather than writing. ²⁸Moreover, there are many students who were not confident to communicate using the foreign language. According to Lam, the students who have the communicative competence tend to have more willingness to communicate and are not afraid of making mistake. As a result, they make use of more linguistic practice with higher frequency and wider range. ²⁹

Furthermore, opportunities to speak English enable students to drill their speaking competence. According to Bui, it is no doubt that the more opportunities students speak English, the more experience dealing with the problems they could face from the various situation and interlocutor.³⁰ In short, students' opportunities give big effect toward students' fluency in speaking.

Based on the explanation above, it is important for the lecturer to lead the class that provides wider opportunities for students in speaking. For this purpose, it is relied on the lecturer's creativity to make students actively participate in speaking activity. In this case, the lecturer can use the technique: eliciting technique.

²⁸Skehan. *A cognitive approach to language learning*, (Oxford: University press. 1998)

²⁹MarianiLam. *Communication strategies: learning and teaching how to manage oral interaction*, (-: learning path tantevieper imparare. 2010)

³⁰Chu ThiHuyenMi, lecturer's use of elicitation techniques to teach speaking skill to first-year students of UET, VNU, (Hanoi ThS Nguyen Minh Tuan, 2011)

One of the main problems in speaking is a difficult contract to express. In speaking, it can be devided into some parts, such as; pronunciation and intonation, accuracy and fluency or it can be categorized into some strategies or related to the form of interaction and analyzed using the method of pragmatics or discourse analysis.³¹ Another problem, Sekhan found some differences when the students speak out of classroom are different when they speak in the classroom activity. Inhence, it causes some differences in defining the success of speaking.³²

In this case, the researcher focused on students' involvement in participating the classroom activity. Automatically, the researcher did not see the detail about the speaking construct produced by students since, the purpose of this research is not to test the speaking ability but to see students' involvements. For this purpose, the researcher analyzed the lecturer's eliciting technique to engage students' activeness

C. Student activeness in speaking

In speaking evaluation the lecturer or the researcher will provide the aspects that are used to measure the student success toward the speaking ability. As an example, fluency, accuracy, and pronunciation are the common criteria that are used in speaking rubric evaluation. For the reason that in this research is focused on the analysis of student activeness from the elicitation made by the lecturer, the researcher provided some sources that provide the variety that

³¹Steve Walsh. *Investigating classroom discourse*(USA and Canada: Rout ledge, 2006)

³²Sekhan. A Cognitive approach to language learning, (Oxford: University Press. 1998)

student may participate during the teaching learning activity especially in speaking. James Dean Brown proposes some criteria that can be used for the student activeness in speaking activity: First, the students respond appropriately to elicitation given by the lecturer with ideas that relate to what is being discussed. The second, the students actively participate in classroom language activities. For the example: by asking questions, predicting the answer, expressing feelings, sharing ideas, and making personal connections.

Furthermore, the use of language to connect new experiences to what is already known became a consideration in measuring students' activeness in addition, the students are able to demonstrate an interest in and willingness to use and experiment with language use newly learned vocabulary in own speech. As a matter of fact, Initiating conversations, taking turns in structured activities, raising hand to be recognized before speaking. Moreover, Sustaining conversation on a familiar topic for short periods of time and stay on topic would be an attention toward students' activeness and using complete sentences when necessary or appropriate in speaking.³³

D. Previous study

There are some researches that were done dealing with eliciting technique in teaching-learning activity. For the example, a research that was done by Rahayu under the title *the use of elicitation technique in learning to improve students' speaking skill.* This research usedclassroom action research in which the researcher

³³James Dean Brown. *Testing in Language programs: A comprehension guide to English language assessment* (New York: Mc Graw Hill 2014)

used two cycles of implementation. In this research, Rahayu analyzed about the elicitation used by the lecturer in increasingstudents' activeness. As a result of this research the students' activeness in speaking classwere increased after the lecturer used eliciting technique. While the focus of this research analyzed teacher's eliciting technique by using with eliciting technique theory and furthermore, in the other hand, this research focuses on the students' activeness in speaking classroom activity.

Similarly, Huyen, *Investigated technique used by the teacher to elicit tenth grade students' talk in Hanoi*. As a result, Huyen found that mostly the lecturer's eliciting techniques were in the form closed question in which, it limit the students participation. For this reason, Huyen suggested that the lecturer must extend the use of eliciting technique to encourage students to be more active. The week in this research, the researcher will focus on the eliciting technique that is used by the lecturer in the speaking activity.

In other research, Cao Thi, lecturers' use Eliciting Techniques in English Speaking Lessons at Son Tay Upper Secondary School, Hanoi (2011) basically, the research analyze about the use of elicitation techniques in teaching speaking and overview the most command eliciting techniques used during the lesson. In the other hand, this research focused on the effect eliciting techniques toward students' activeness.

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³⁴SitiRahayu, the use of elicitation technique in learning to improve students' speaking skill(Bandung: universitas Padjadjaran,2010)

³⁵Huyen, Investigated technique used by the lecturer to elicit tenth grade students' talk in Hanoi (Hanoi ThS Nguyen Minh Tuan, 2012)

Chu Thi Huyen Mi, with the title teacher's use of elicitation techniques to teach speaking skill to first-year students of UET, VNU focused on the ineffective use of eliciting technique for Vietmen students. ³⁶ As a result study shows a need to learn about the lecturer's perceptionin the use of eliciting technique and the implementation in the class. However in this research, the researcher only focuses on the eliciting technique used by the lecturer in speaking activity whereas Hariri's research focused on the lecturer's interaction.



³⁶Chu ThiHuyenMi, with the title lecturer's use of elicitation techniques to teach speaking skill to first-year students of UET, VNU(htunkTuH press, 2011)