

### A. Lecturer interaction

In wider scheme the lecturer eliciting technique is in the form of lecturer interaction including the lecturer initiation and feedback.<sup>2</sup> 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

<sup>2</sup>Walsh, 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.<sup>6</sup> 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 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

<sup>6</sup>Jim 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.<sup>7</sup> 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

<sup>7</sup>Adrian Doff, *Teach English: A training course for lecturer*( UK 2012).

questions”).<sup>8</sup> 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 wrong<sup>9</sup>. 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.<sup>10</sup> 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.<sup>11</sup>

### 3) Open question.

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

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

<sup>9</sup> Robert J Marzano et al, *Classroom Interaction that Works.*( USA, ASCD 2001)

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

<sup>11</sup>Mohamet 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 responses<sup>12</sup> 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.<sup>13</sup> Unfortunately, most of the questions that the lecturer used in teaching learning are lower order of question.<sup>14</sup> 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.<sup>15</sup> It is possibly something that they did not fully know about or they may do something contradicted, inconsistency, or false assumption in their understanding.<sup>16</sup> In this case, the students need to increase their knowledge for what they know about. In hence, the lecturer should clarify by using the Socratic question here.

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

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

<sup>14</sup> Francesco Fillipone, *Questioning at Elementary Level* (ERIC 1998)

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

<sup>16</sup>Jim Scrivener. *Classroom Management Technique*. (UK: Cambridge University Press, 2012)









## 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.<sup>25</sup>

### 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 about or they may do something contradicted, inconsistency, or false assumption in their understanding.<sup>26</sup> In this case, the students need to increase their knowledge for 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 self-exploration dealing with the materials given. In other word, catalytic question helps the students to make their own decision rather than the

<sup>25</sup>Skills you need.com.Types of Questions. Accessed on 16/06/2016

<sup>26</sup>Jim 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 thatl 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. <sup>27</sup>For this purpose, it is important to provide students in practicing students' ability in speaking more

<sup>27</sup>Chu 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)







used two cycles of implementation. In this research, Rahayu analyzed about the elicitation used by the lecturer in increasing students' activeness. As a result of this research the students' activeness in speaking class were increased after the lecturer used eliciting technique.<sup>34</sup> 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 of closed question in which, it limits 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.<sup>35</sup> However, 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.

<sup>34</sup>Siti Rahayu, *the use of elicitation technique in learning to improve students' speaking skill* (Bandung: universitas Padjadjaran, 2010)

<sup>35</sup>Huyen, *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.<sup>36</sup> As a result study shows a need to learn about the lecturer's perception in 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.

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