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ELICITATION TECHNIQUES USED BY A PRE-SERVICE TEACHER IN EFL CLASSROOM

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ABSTRACT

English as a foreign language only practiced in particular occasions and one of them is in classroom. It means classroom is a place where EFL learners mainly improve their English abilities. However, EFL learners tend to be passive learners because they are afraid of making mistakes and getting negative feedback from teacher. It leads EFL classroom has less interaction which affect EFL learners' achievement. In order to enhance classroom interaction, teacher could use kinds of elicitation techniques. This study aims to find kinds of elicitation techniques used by a pre-service teacher in EFL classroom by using categorization from Long and Sato (1983) and Richards and Lockhart (1996). Besides, it is also to find its dominant kind. This study used qualitative research method and the data were gathered form transcript of a teaching video. Other than that, the data were analyzed qualitatively. The result showed that based on Long and Sato's (1983) categorization, 62 display questions (80.52 %) and 15 referential questions (19.48 %) found in EFL classroom. In addition, based on Richards and Lockhart's (1996) categorization, 15 procedural questions (19.48 %), 55 convergent questions (71.43 %), and 7 divergent questions (9.09 %) found in EFL classroom. Furthermore, based on the nature of interaction, the dominant kind of elicitation technique was display question (80.52 %) while based on its purpose; convergent question (71.43 %) dominantly used by a pre-service teacher in EFL classroom.

Keywords: *Elicitation techniques, Pre-service teacher, EFL learners, EFL classroom.*

INTRODUCTION

English is a foreign language in Indonesia that only practiced on certain occasions such as academic places and foreign companies. Moreover, it is only taught at school and language institution (Gunantar, 2016). It means learning and teaching English in Indonesia occur mostly in classroom rather than in daily communication (Sulistiyo, 2016). Furthermore, Budiharto and Amalia cited in Nugroho, Zamzami, and Ukhrowiyah (2020) claim that EFL learners mainly enhance their English abilities in regular classroom. Even though teacher's feedback has been found to be useful in classroom interaction (Maolida, 2013a; Maolida, 2017), many EFL learners rarely speak and express their opinions because they are afraid of making mistakes and being laughed by other learners or getting negative feedback from their teachers in the EFL classroom (Kamprated

cited in Banditvilai & Cullen, 2018). This issue leads EFL learners to become passive learners that make the classroom activity has limited interaction.

The students try how to teach, how to manage the classroom, how to make a lesson plan before teaching, and the important thing is to prepare their knowledge and skill to teach in the actual classroom (Nurrina, Helmie, & Halimah, 2018).

Interaction has an important role in classroom activity because it develops EFL learners' language achievement (Opdenakker & Van Damme cited in Nugroho, Zamzami, & Ukhrowiyah, 2020). It can also be a tool of instructions and learning objectives (Maolida, 2013b). According to Brown cited in Vebriyanto (2015), the purpose of interaction is to exchange thoughts, feelings, and ideas between two or more than two people. The interaction between teachers and their learners called classroom interaction (Kalatari cited in Vebriyanto, 2015). Nevertheless, classroom interaction depends on how teachers give efforts during the teaching-learning activity. Creating effective classroom interaction is the responsibility of teachers as the main actor in EFL classroom (Mandasari, Syarif, & Refnaldi, 2019). However, the teachers need some skills in teaching learing processes (Helmie, 2019). Besides, EFL learners who are involved in interactive classroom will have more opportunities to learn English easily and quickly (Erianti, Akib, & Baso, 2018). Moreover, teachers can build interactive classroom by giving stimulus to EFL learners. Furthermore, Babad cited in Affandi (2016) states that both teachers and EFL learners perform "complementary roles" to each other. It means the behavior of teachers is a stimulus for EFL learners', so they can bravely give responses and vice versa. Therefore, elicitation technique could be a way for teachers in giving stimulus to EFL learners, so they can actively participate in classroom activity (Husna & Amri, 2016).

There are some researchers who conducted studies about elicitation techniques such as Nova (2019), Mandasari, Syarif, and Refnaldi (2019), and Sari, Sesmiyanti, and Analido (2015). There are six kinds of elicitation techniques found by Nova (2019) on her study entitled "An Analysis of Elicitation Technique Used by the English Teacher in Teaching Speaking Skill". She used Tsui's elicitation techniques theory. The result showed that elicit information was the dominant kind of elicitation techniques that appeared in her study. The second previous study conducted by Mandasari, Syarif, and Refnaldi (2019) and the title of their study is "Elicitation Techniques in Classroom Interaction used by English Teachers at SMAN 1 2X11 Kayutanam". They used elicitation techniques' theory proposed by Doff (2011). The result showed that yes/no questions and display questions were the dominant kinds of elicitation techniques found in their study. The last previous study conducted by Sari, Sesmiyanti, and Analido (2015). Their study entitled "An Analysis of Teacher's Elicitation Technique in Teaching English" used elicitation techniques theory suggested by Gay and Airasian (2000). The result showed that teachers used elicitation techniques to get information, confirmation, agreement, commitment, repetition, and clarification.

The previous studies mentioned above commonly discuss about elicitation techniques used by experienced teachers in their classroom interaction. However,

this research describes how the elicitation techniques utilized by pre-service teachers in their EFL classroom. It is because, according to Ellis cited in Mufidah (2019), pre-service teachers should be able on raising awareness by using language teaching principles and techniques in the classroom.

THEORETICAL FRAMEWORKS

Teacher needs to include and encourage EFL learners to be actively participate in classroom interaction (Vebriyanto, 2015). In order to enhance EFL learners participation in classroom activity, teacher needs to be brave on applying various kinds of teaching techniques mainly elicitation technique (Doff cited in Sari, Sesmiyanti, & Analido, 2015). According to Scrivener cited in Husna and Amri (2016), elicitation is a technique to invite EFL learners to express their ideas during teaching-learning process. Besides, Walsh cited in Alsubaie (2015) declares that elicitation technique is a way for teacher to control the classroom activity.

Moreover, elicitation technique can be an effective tool in developing learners' language understanding (Usman, Ayouni, Samad, & Fitriani, 2018). Furthermore, elicitation techniques increase EFL learners interest and attention toward the teaching-learning activity (Sujariati, Rahman, & Mahmud, 2016). There is no specific time for teacher to use elicitation in EFL classroom (Halim & Halim, 2019). However, applying elicitation in EFL classroom can be a challenge for teacher because monotone questions can make EFL learners feel bored in the teaching-learning process. Teacher can use various kinds of elicitation technique to avoid boredom in the teaching-learning process.

Long and Sato cited in Phuong and Nguyen (2017) propose two kinds of elicitation technique based on the nature of interaction such as display and referential questions. The major differentiation between display question and referential question lay on the teachers know the answer or not (Nunan cited in Rachmawaty & Ariani, 2019). Display question is kind of question whose purpose is to check the learners' understanding (Omari, 2018). The responses of display question are short, simple, restricted, often comprising one or two words (Walsh, 2011:12). The second kind of elicitation is referential question. It is a question which teachers do not know the answers (Erianti et al., 2018). Moreover, Walsh (2011:12) claims that referential question is often begin with *wh- question* such as who, why, what, etc. The purpose of referential question is to gain interpretation, elaboration, giving opinions and subjective information (Yusriati & Tarigan, 2019).

Based on its purpose, Richards and Lockhart cited in Erlinda and Dewi (2016) suggest three kinds of elicitation such as procedural, convergent, and divergent. Procedural question is kind of question related to classroom procedure and management rather than content of learning (Aqil, 2016). It usually occurs in the beginning of the teaching-learning process and when teacher explain the material to the EFL learners (Astrid, Amrina, Desvitasari, Fitriani, & Shahab, 2019). Convergent focus on recalling material that has been explained before (Aqil, 2016). It does not involve high level thinking and the EFL learners'

response the question by giving short statement and yes or no answers (Erlinda & Dewi, 2016). The last kind of elicitation is divergent question. It encourages EFL learners to express and give their own answers (Aqil, 2016). Moreover, it involves higher level thinking, so EFL learners give longer answers than yes or no and short answers.

METHOD

The researchers used qualitative research method as consideration to answer the aims of this study. Flick (2010) explains that qualitative research method is centrally concerned with the production and analysis of texts. In addition, the purpose of qualitative research method is to describe and interpret issues or phenomena systematically from the point of view of the individual or population being studied, and to generate new concepts and theories (Mohajan, 2018).

In this study, data were gathered from transcript of a teaching video by a pre-service teacher in a vocational school in Cianjur. There are three phases in analyzing data such as data reduction, data display, drawing and verifying conclusion (Miles and Huberman cited in Usman *et al.*, 2018). In data reduction, the researchers reduced the raw data and focused only on the important one. After that, the researchers were segmenting the transcript of teaching video into Long and Sato's kinds of elicitation technique and also Richards and Lockhart's kinds of elicitation technique. Then, the data were displayed and some examples were taken from the entire data. The last phase was drawing and verifying conclusion. In this phase, the researchers summarized the findings and drew a conclusion of it. The researchers also verified the conclusion by comparing it with the theory.

FINDINGS AND DISCUSSION

After collecting and analyzing data from transcript of a teaching video, the researchers found 77 questions produced by teacher in EFL classroom. Then, the researchers classified those questions based on the kinds of elicitation techniques by Long and Sato (1983) and also Richards and Lockhart (1996). The answers of each research question are reported below.

Kinds of Elicitation Techniques used by Pre-Service Teacher in EFL Classroom

In this study, the researchers classified 77 questions based on its nature of interaction and also its purpose. The table below addresses the first and second research question as follow.

Table 1. Elicitation Types based on Long and Sato (1983) and Richards and Lockhart (1996) and their Percentages

Elicitation Type		Number	Percentage
Long and Sato (1983)	Display	62	80.52 %
	Referential	15	19.48 %
Total		77	100 %

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Richards and Lockhart (1996)	Procedural	15	19.48 %
	Convergent	55	71.43 %
	Divergent	7	9.09 %
Total		77	100 %

Based on nature of interaction, Long and Sato cited in Phuong and Nguyen (2017) claim two kinds of elicitation techniques such as display question and referential question. The table above shows that 62 questions are associated with display question, while 15 questions are associated with referential question. The researchers give some examples for display question found in EFL classroom.

Table 2. Examples of Display Question

No.	Participant	Verbal Interaction
1.	Pre-service teacher	*Tadi kan sudah menonton video tentang announcement text, nah ada berapa generic structure-nya?* (Based on the previous video, how many generic structure of announcement text?)
	EFL learner	*tiga, tiga* ("three, three)
2,	Pre-service teacher	*Nah, simple present itu formulanya seperti apa?* (What is the formula for simple present tense?)
	EFL learner	Subject plus verb one

The researchers classify the examples above as display question because pre-service teacher used the question to examine the EFL learners' understanding regarding to the material. In example 1, the pre-service teacher asks EFL learners about generic structure of announcement text after watching a video. In example 2, the pre-service teacher asks EFL learners about the formula of simple present tense. It is relevant with the statement of Omari (2018) who states that the function of display question is to check EFL learners' understanding. Moreover, the responses of EFL learners are short. In example 1, EFL learners mention the same word twice. The example 2 shows the EFL learners responses by stating simple statement. It is relevant with Walsh (2011:12) who claims that the responses of display question is short and simple.

Table 3. Examples of Referential Question

No.	Participant	Verbal Interaction
1.	Pre-service teacher	*Ada yang mau kasih contoh* simple future*?* (Who wants to give an example of simple future?)
	EFL learner	*Saya* (Me)
	Pre-service	*Ya, silahkan*

	teacher	(Yes, please)
	EFL learner	She will write
2.	Pre-service teacher	*Kenapa kita perlu belajar* announcement text*?* (Why we need to learn announcement text?)
	EFL learner	*Karena sering ada di kehidupan kita* (Because we often find it on our daily life)

The examples above are categorized as referential question because the pre-service teacher uses the question to elaborate and give EFL learners' opportunity to express their opinions. It is relevant with the statement of Yusriati and Tarigan (2019) that the function of referential question is to gain elaboration and giving opinions. In example 1, the pre-service teacher asks EFL learners to give an example of simple future. In example 2, the pre-service teacher asks EFL learners to give opinion about the need of learning announcement text. Both questions show that the pre-service teacher does not know what utterances that will be delivered by EFL learners. It is relevant with Erianti, Akib and Baso (2018) who state that teachers do not know EFL learners' responses before they stated it. Besides, teacher uses *wh-question* and it is a characteristic of referential question which proposed by Walsh (2011:12)

Based on its purpose, Richards and Lockhart cited in Erlinda and Dewi (2016) propose three kinds of elicitation such as procedural, convergent, and divergent. In this study, the researchers found 15 procedural questions, 55 divergent questions, and 7 convergent questions. Here are some examples of elicitation based on Richards and Lockhart's theory found in EFL classroom.

Table 4. Examples of Procedural Question

No.	Participant	Verbal Interaction
1.	Pre-service teacher	Are you ready to study?
	EFL learners	Yes
2.	Pre-service teacher	Ok, do you get it?
	EFL learner	Yes I get

The examples above are classified as procedural question because its function is to manage the classroom activity. The example 1 and 2 show the pre-service teacher who asks the readiness of EFL learners, so they can move to the next step in teaching-learning process. Aqil (2016) states that procedural question is related to classroom procedure and management. Moreover, example 1 occurs in the beginning of teaching-learning process while the example 2 occurs in the middle of teaching-learning process. Astrid *et al.* (2019) claim that procedural question can be occurred in the beginning or when teacher explaining the material to the EFL learners.

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Table 5. Examples of Convergent Question

No.	Participant	Verbal Interaction
1.	Pre-service teacher	Ana can you read it?
	EFL learner	Announcement text is a text that announce something will be happen
	Pre-service teacher	*Nah jadi definisinya* announcement text *itu adalah sebuah* text *yang untuk ap*a? (So, based on the definition, the purpose of announcement text is?)
	EFL learner	*Memberitahukan* (To announce)
2.	Pre-service teacher	*Lalu di* content-*nya, di* content *itu ada apa*? (Then, the content contains?)
	EFL learner	Explanation of Event

The researchers categorize the examples above because the pre-service teacher uses question to recall the material. In the example 1, the pre-service teacher asks EFL learners after one of the EFL learners read a sentence. In example 2, the pre-service teacher asks EFL learners after she explained the material. Aqil (2016) declares that convergent question focuses on recalling material that has explained before. The responses of EFL learners in example 1 and 2 are short and it is relevant with Erlinda and Dewi (2016) who claim that EFL learners tend to give short statement in answering convergent question.

Table 6. Examples of Divergent Question

No.	Participant	Verbal Interaction
1.	Pre-service teacher	What is the example of simple present tense?
	EFL learner	Simple present tense example, information is for all passengers
2.	Pre-service teacher	Okay, how about example of simple future tense?
	EFL learner	Simple future, Viola station will be opened at 6 a.m.

The examples above are classified as divergent question, because the pre-service teacher's questions are giving opportunity to EFL learners to give their own answers. It is relevant with Aqil (2016) who states that divergent question

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encourages EFL learners to express their ideas and give their own answers. Moreover, EFL learners' answers are not yes/no and it is not short answers.

Dominant Kind of Elicitation Technique used by Pre-Service Teacher in EFL Classroom

The result of analysis shows that based on its nature of interaction, display question is the dominant kind of elicitation technique because the researchers found 62 display questions and its percentage was 80.52 %. In this case, it is similar with other previous study conducted by Mandasari, Syarif, and Refnaldi (2019). They also found display question as the dominant kind of elicitation technique used by experience teacher in classroom. The main reason of using display question more than referential question is because pre-service teacher often checked EFL learners' understanding in EFL classroom (Omari, 2018). Additionally, it will be easier for EFL learners to respond display questions rather than referential questions because they only need to give short and simple responses (Walsh, 2011:12). Meanwhile, the researchers found 15 referential questions and its percentage was 19.48 %. The purpose of referential question is to get EFL learners' opinions and other subjective information (Yusriati & Tarigan, 2019). On the other hand, EFL learners need to give longer answers in responding referential question. However, pre-service teacher rarely gave referential questions to EFL learners in teaching-learning activity.

Regarding its purpose, the result shows that convergent question was the dominant kind of elicitation technique because it appeared 55 times in EFL classroom and its percentage was 71.43 %. Meanwhile, there were only 15 procedural questions found in EFL classroom and its percentage was 19.48 %. Pre-service teacher usually used this kind of elicitation technique when EFL learners started to not focus in teaching-learning activity. It is relevant with Aqil (2016) who states that teachers could use procedural question to manage the EFL classroom activity. Pre-service teacher could use procedural question in the beginning or in the middle of teaching-learning process (Astrid et al., 2019). As the least number, 7 divergent questions were found in EFL classroom and its percentage was 9.09 %. Divergent question is an elicitation technique that assists teachers to get EFL learners' opinions in EFL classroom (Aqil, 2016). However, the researchers found that pre-service teacher rarely gave divergent question in EFL classroom. In this case, pre-service teacher mostly used elicitation techniques that did not require EFL learners to express their opinions or longer answers.
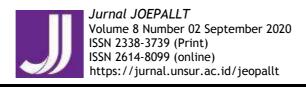
CONCLUSION

In conclusion, teacher used kinds of elicitation in EFL classroom. In this study, the researchers categorized elicitation based on its nature of interaction and its purpose. Based on nature of interaction, There were 62 display questions (80.52 %) and 15 referential questions (19.48 %.) found in EFL classroom. Meanwhile, based on its purpose such as procedural, convergent, and divergent questions, the researchers found 15 procedural questions (19.48 %) and 55 convergent questions (71.43 %) in EFL classroom. Besides, there were 7 divergent questions (9.09 %)

found in EFL classroom. Therefore, it can be seen that display question (80.52 %) was the dominant kind of elicitation based on nature of interaction while convergent question (71.43 %) was the dominant kind of elicitation technique based on its purpose.
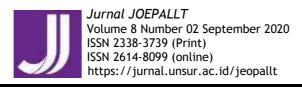
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