CHAPTER I
INTRODUCTION

This chapter introduces a general description of the paper. It provides the background of the research, reasons of the research, research problems, aims of the research, and significance of the research.

A. Background of the Research

English learning in the classroom occurs through interaction that involves teacher and students. Teaching learning process will not be conducted well if there is no interaction. The interaction can be between teacher and students or the interaction between student and student. The interaction between teacher and students occurs when the teacher explains the lesson. It also happens when the teacher wants to know students understanding toward the lesson through question and answer session. Meanwhile, student and student interaction occurs when they are involved in classroom discussion or peer work.

The students are expected to participate actively in classroom interaction. Their participation in the classroom interaction will affect their understanding toward the lesson. The students who are engaged in classroom participation who share their opinion will remember the materials well than the students who just listen to the teachers’ explanation. Students will learn better when they actively participate. It means that the students should be active in classroom participation.
Many EFL classes are taught in a teacher-centered classroom where interaction is dominated by the teacher who always explains the materials for a long time. Learning is not about listen to the teachers’ explanation, and then writes the material, but learning also need interaction between teachers and students. It will be better if teachers and students have good communication when teaching and learning process. What the teachers should do gives chance for students to deliver their ideas, so it can make the students be active to talk more in the classroom.

In many EFL classrooms, the teacher is the one who does the most talking leaving very limited opportunities for students to talk and most of the time they remain silent. An interactional classroom situation is when students are engaged and actively participate in the lesson. Also, students’ participation is more genuine if they are productive rather than quite receptive. However, in order for the students to participate actively, they need to be motivated to do so.

The teachers usually use some techniques for inviting the students to participate in the classroom interaction. One of important techniques employed by teachers to invite students’ engagement is elicitation technique. Elicitation technique is a technique used by a teacher to elicit students’ responds and to stimulate students to talk in the classroom. By using this technique, the teacher no longer keeps the center position in the class because the students are encouraged to be active in the lesson by interacting with the teacher. Darn as cited in Sasmita(2008) stated that elicitation is preferable method that helps promote students involvement in the lesson and develops
learners centered classroom. To more specific, elicitation offers learners an environment with opportunities to participate, as a result it can increase students talking time and at the same time decrease teacher talking time. It is clear that elicitation techniques affects the learning positively, especially in improving students’ participation.

Considering the phenomenon discussed above, the fact shows that elicitation technique is very important since the teachers should reduce their talking time and giving many opportunities to the students to talk in the classroom. It can create and develop students’ potency also can improve their skill and competence. Thus, the writer is interested in conduct a research entitled “Teachers’ Elicitation Techniques and Students’ Responses in English Classrooms” a research conducted in SMP N 3 BANYUMAS.

B. Reasons of the Research

This research is conducted based the following reasons:

1. Elicitation technique is very important in teaching learning process because it can be defined that elicitation is an entrance of teachers to get students’ responses and thinking of something they got. So, the teachers can stimulate the students to attack them being active in teaching learning process.

2. Teacher should know what kinds of elicitation technique and how to use it in order to make or to create interactive classroom.

3. Students can respond well through elicitation technique used by the teachers in the classroom.
C. Research Problems

Based on the background mentioned previously, the research is conducted to answer these following two questions:

1. What are the kinds of elicitation technique used by the teachers in English classrooms?
2. How do the students respond to the elicitations posed by the teachers?

D. Aims of the Research

Considering the background and the research problems above, the aims of this research are:

1. To reveal the kinds of elicitation technique used by the teachers in English classrooms.
2. To find out the students’ responses through teachers’ elicitation technique.

E. Significance of the Research

This study is expected to know the kinds of elicitation techniques that used by the teacher in English classrooms and to know the students’ responses through teachers’ elicitation techniques. Theoretically, this research could give the information relates to teachers’ elicitation techniques and also students’ responses in English classrooms. Practically, it is expected that the investigation could give a fresh thought for English teachers about the technique in eliciting their students. Moreover, it can be used as a self-monitor for teachers’ language which give inspiration and contribution for English teachers to develop English teaching for EFL classrooms in Indonesia.