CHAPTER II
THEORETICAL FRAMEWORK

In Chapter II there are some literatures related to the topic. The explanation of classroom interaction, types of classroom interaction, roles of teachers in classroom interaction, elicitation, techniques of elicitation, and students’ responses. The difference between the previous research and the present research also explained below.

A. Classroom Interaction

Classroom interaction is important thing in teaching and learning process. It happened when there is conversation between the teacher and the students in the classroom. A language teacher must design her/his lessons to make participation of all most all the students in a classroom so his/her lesson plan has to include a certain percentage for TTT and STT to teach each skill.

STT means Student Talking Time. It is the time learners spend talking rather than the teacher. It can be compared with Teacher Talking Time (TTT). It can be a useful category for observation of teaching, or for self-reflection about teaching. Example: group work with the teacher monitoring, rather than an open class, is a way to increase the STT in an activity. In the classroom, many teachers seek to maximize the amount of time learners spend using the target language. One way to do this is to ensure that learners know the necessary classroom language, e.g. to ask for clarification and express doubts. TTT means Teacher Talking Time. It refers to how much the teacher talks...
during a lesson. For example, the teacher needs to speak more when providing explanations of and examples for the target language early in the lesson.

The most typical classroom interaction pattern is the three-turn Initiation-Response-Feedback (IRF) pattern (Suherdi, 2006). This pattern begins with a question. Usually we ask questions to find out something we do not already know, but in classroom interaction teachers generally know the answers already. The teacher asks questions so that students can display what they have learned. Initiation-Response-Feedback is a pattern of discussion between the teacher and learners. The teacher initiates, the learner responds, the teacher gives feedback (Suherdi, 2006). This approach to the exchange of information in the classroom has been criticized as being more about the learner saying what the teacher wants to hear than really communicating. The following three-turn Initiation-Response-Feedback pattern is typical of most classroom interactions:

| Turn 1 | Initiation | the teacher asks a student a Question. |
| Turn 2 | Response   | the student answers the Question. the teacher acknowledges and evaluates the Response. |
| Turn 3 | Feedback   | often the teacher also shows the student how to improve the Response. |

In classroom interactions teachers can use the Initiation-Response-Feedback pattern to check that students have learned what they are supposed to have learned, lead students step-by-step through a logical process, e.g. showing them how to solve a problem, make important knowledge and understanding clear to students, and use the feedback turn to improve the students' knowledge and understanding as necessary.
In the feedback move, teachers very often reword or recast students' responses in order to show students a more appropriate way to express an idea, or develop the students’ idea in some way. For example, in the following interaction between a teacher and student about the findings of an experiment with magnets:

Teacher : what did you find out? (Initiation)
Student : we found out that the two magnets pushed each other away. (Response)
Teacher : So, you found that they repelled. (Feedback)

On a whole explanation above, the writer can conclude that classroom interaction is a place in which the teachers and students are interact each other to get certain information such as asking and answering questions or making comments, or discussing. Another definition, interactions do not occur only from one side, there must be mutual influence through giving and receiving messages in order to achieve communication. It is an essential part in learning and teaching process. Brown (2001) stated that classroom interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other.

Successful interaction is a basis of positive human relationships among people. In the classroom, students have to be trained to be effective communicators in a foreign language. We can do this through different ways of encouraging classroom interaction. Classroom interaction can be more effective if a variety of teacher and student talk can be applied in the classroom. Teachers may accept feelings, praise, and students’ ideas instead of merely lecturing, and similarly, students may be encouraged to initiate
conversation more, instead of only responding to teachers. Classroom interaction can be improved through a variety of activities for developing accuracy or fluency and controlled alternately by a teacher and students. Classroom interaction also can be developed by applying different strategies for helping students to communicate. Teachers help students by asking questions, choosing appropriate topics, and providing them with comprehensible input. Students can improve their interaction skills by deploying a variety of communication strategies.

B. Types of Classroom Interaction

Classroom interaction can be more effective if a variety of teacher and student talk can be applied in the classroom. Thurmond’s types of classroom interaction (2003 cited in 2010) proposed two types of classroom interaction. First, Teacher-Learner interaction. During Teacher-Learner interaction, the students seek to demonstrate their speaking and listening skills in front of their teachers that is why latter should consider his way of interacting which is very crucial in learning and teaching. According to Harmer (2009), teachers should focus on three things when they talk with their students. First, they must pay attention to the kind of the language the students are able to understand, i.e. teachers should provide an output that is comprehensible for the level of all the students. Secondly, the teachers must think about what they will say to their students, hence the teacher speech is as a resource for learners. Finally, teachers also have to identify the ways in which they will speak such as the voice, tone and intonation.
Second, Learner-Learner interaction. If learner-learner interaction is well structured and managed, then it can be an important factor of cognitive development. It can also develop the learners’ capacities through collaborative works, learners will establish social relationship through this kind of interaction, where the sense of learning community is promoted and isolation is reduced in the classroom.

As it has been explained, teacher-learner interaction and learner-learner interaction are important aspects to refer to when addressing interaction in the English classrooms. Both teachers and students participation in class need to be thoughtfully pondered in order to promote meaningful interaction.

C. The Role of the Teacher in Classroom Interaction

Classroom interaction will be developed optimally when a teacher can optimize the roles of being a good teacher.

Brown (2001: 167) stated that there are some roles of the teacher in classroom interaction. First, teacher as controller. It means that the teachers act as controller in implementing the activities in order to make the process of teaching and learning conducive and comfortable. In the other hand, the teachers should determine what the students do, when they should speak, and what language forms they should use when teaching learning process in the classroom. Therefore, within a classroom interaction and especially learner-teacher interaction, the teacher is the responsible for the teaching and learning process. Second, teacher as director. The teacher here is like a conductor when
teaching learning process. As students engage in either rehearsed or spontaneous language performance, so the teachers’ job is how to keep the process flowing smoothly and efficiently.

Third, teacher as manager. Teachers should manage the lessons plans modules, courses, etc and how the teachers can manage well their class appropriate with their learning objectives. Forth, teacher as facilitator. It means that when the students have the difficulties in their study in the class so they need much to the teachers’ help in order to make students clear their study. Fifth, teacher as resource. When the teacher asks students to do an activity in the classroom and they do not know how to do it, then the students ask teacher to help their problem. Consequently, the job of the teacher here is to answer students’ questions and teacher gives information on it.

On a whole, the roles of the teachers are very important for the students in order to make teaching learning process in the class can organize well. It can positively affect the teaching learning process in which learning objective can be achieved well.

D. Elicitation

Students are expected to be active participants in responding teachers’ question in the classroom. However, they remain passive and anxious to speak English or responses teachers’ questions in the classroom. This makes the teachers should solve that problem and also motivate them to be active participants in the classroom. Here, the teacher should stimulate them to respond the teachers’ questions or what the teachers says so that they can
produce the language. The teachers’ way in stimulating students’ contribution on his instruction is called eliciting/elicitation (Doff, 1998: 159).

In classroom interaction, elicitation techniques are considering as techniques used by a teacher during the lesson to elicit students to respond or to stimulate them. It means that students’ answer and ideas are elicited by the teachers during the learning process. It indicates that eliciting is a way in getting students’ ideas and contribution in the classroom.

Elicitation is believed as a device for giving the teacher an initial idea of students’ thinking. It can be defined that elicitation is an entrance of teachers to get students’ responses and thinking of something they got. Nunan (1991: 195) states that elicitation is another common feature of classroom teacher questions.

Elicitation is term which describes a range of techniques which enable the teacher to get learners to provide information rather than giving it to them (Darn, 2009). Elicitation can helps to develop a learner-centered classroom and a stimulating environment, while making learning memorable by linking new and old information. Elicitation is not limited to language and global knowledge. The teacher can elicit ideas, feelings, meaning, situations, associations and memories. For the teachers, eliciting is a powerful diagnostic tool, providing key information about what the learners know or don't know, and therefore a starting point for lesson planning. Eliciting also encourages teachers to be flexible and to move on rather than dwell on information which is already known.

Nunan (2003) states that elicitation means asking the students to provide information or examples based on what they know. Elicitation doesn’t mean
putting learners on the spot. It only works when the teacher tries to elicit what they are likely to know since it emphasizes the students experience and knowledge. Elicitation is also useful when following up an activity.

In short, elicitation techniques can be defined as a conversation between teacher and students to get specific information. When the teachers apply elicitation techniques, they are modifying their words to questions and various ways to get information from the students. The teachers also can stimulate to students to attack them being active in teaching learning process.

E. Types of Elicitation Techniques

In stimulating students’ responses in English classrooms, sometimes the teachers modify their words, questions, or instructions through elicitation techniques. There are some types of elicitation techniques and the teachers can use it for inviting students to participate in English classrooms.

1. Doff’s types of elicitation techniques (1998 cited in 2013) proposed five types of elicitation techniques, they are:

a. Asking Questions

Asking questions is one of the common techniques used by teacher to invite students to participate in the classroom. Eliciting can take place at any stages of the lesson and it is mainly done by asking questions. It means that asking question is the leading techniques to elicit ideas and responses from the students. Darn (2008 as cited in 2013) argued that asking questions is the most important tools for teacher to manage the class, engage the students with content,
encourage participation and increase understanding. He also stated that asking questions is considered as an art and science with some rules teacher should take into account, including the various types and appropriate quantity of questions should be raised in a lesson. Asking questions is an effective way to stimulate students’ responses, as exemplified in example below.

“What is the opposite of ______?”
Teacher : what is the opposite of tall?
Student : short.

b. Asking Questions Combined with Using Pictures

Picture is an interesting media to use in the classroom. By using pictures from textbook or any supplementary source, teacher can motivate students to participate by catching their attention, stimulating their curiosity and imagination. The teacher uses pictures to set the scene and asks questions about what (students) see, why they think it happens, what they think will happen next and how they feel or what they think about it. In short, picture is a good media to activate students’ thinking about the topic will be given.

The picture can be used to get students thinking about the theme of the text before reading. Moreover, the teacher can use the same picture to revise vocabulary necessary for reading the text. It will help the students to understand the text easily. Asking questions combined with using picture is an effective way to stimulate students’ responses, as exemplified in example below.
T : What do you see in the picture?
S : Farmer
T : What are they doing?
S : They are harvesting
T : What is being harvested?
S : Wheat.

c. Asking Questions Combined with Using Games or Activities

Games and activities also can be used to invite students’ participation. Games help encourage many learners to sustain their interest and work. Hence, teacher should be creative in teaching. Games can help the teacher to create fun classroom. It means that games and activities are effective tools that help teacher to create specific context in which the language is useful and meaningful. Games also can be alternated to make students become active in the classroom. If games are well chosen and appropriately used, they can give students a break simultaneously create chances for them to practice new skills in highly amusing and motivating way, Ersoz (2000). So, games can affect students positively, if it is chosen appropriately.
d. Asking Questions Combined with Using Texts and Dialogues

Teacher may also consider using texts and dialogues to guide students to respond to the language use and the context of use presented in those texts and dialogues. It means that texts and dialogues can be used to invite students’ participation in the classroom. Texts or dialogues plays important role in providing students with illustrative language samples. Since the texts or dialogues serve as standard sample for students to imitate, the teacher should choose some materials carefully based on the syllabus and by considering learners’ factors, such as learning style, ability, and interest. Asking questions combined with using text or dialogue is an effective way to provoke students’ responses, as illustrated in example below.

e. Asking Questions Combined with Using Non-Verbal Language

One of attractive way in communicating is by using non verbal language since non verbal languages such as body language, facial expression convey a massage about how speaker think and feel. Hence, non verbal language such as miming, gesture, facial expression, and body language can be alternated to make students active in the classroom. Those are used to elicit new vocabulary and structure. By making use of these techniques, teachers can provoke students’ curiosity, attention, and then utter the expected language items.
2. Harmer’s Eliciting Techniques

The writer finds the others techniques of elicitation that can be used by the teacher to elicit students’ responses in English classrooms. Harmer (2007: 204-207) states that there are four ways of eliciting techniques in the classroom, they are:

a. Explaining Meaning

One of the clearest ways of explaining the meaning of something is to show it (Harmer, 2007: 204). If the teacher hold up a book, point to it and say book … book, the meaning will be instantly clear. For actions, the teacher can use mime: if the teacher is teaching *He is running*, the teacher can mime someone running. At other times the teacher can use gesture. The teacher can demonstrate superlative adjectives by using hand and arm movements to show big … bigger … biggest, and many teachers have standard gestures to explain such things as the past (a hand pointing backwards over the shoulders), or the future (a hand pointing forwards). The teacher can also use facial expressions to explain the meaning of sad, happy, frightened, etc.

b. Explaining Language Construction

One of the most common ways of explaining language construction is through modeling sentences and phrases (Harmer, 2007: 204). For example, if the teacher want to model *He’s fixing the roof*, the teacher may say *Listen … he’s fixing the roof … listen … fixing … fixing … he’s … he is … he is … he’s … he’s fixing the roof.*
What the teacher has done is to say the model normally (He’s fixing the roof) before isolating certain parts of the model (fixing ... fixing ... he’s). The teacher distort one of the isolated fragments (he’s) by lengthening it (to explain its contracted form, i.e. he is ... he is ...) before returning to the isolated element and finally saying the whole model clearly so that the students can repeat it.

c. Repetition

The other way to make the students can active in the classroom is the teacher can elicit students’ responses by repeating word, phrase, or sentence. Repetition can be either choral or individual (Harmer, 2007: 206). When the teacher uses choral repetition, the teacher gets all the students to say the new word or phrase together. Repetition is an effective way to stimulate students’ responses, as illustrated in example below.

<table>
<thead>
<tr>
<th>Teacher</th>
<th>: OK, Sam?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student1 (Sam)</td>
<td>: They’re painting the house.</td>
</tr>
<tr>
<td>Teacher</td>
<td>: Good. Kim?</td>
</tr>
<tr>
<td>Student 2 (Kim)</td>
<td>: They’re painting the house.</td>
</tr>
<tr>
<td>Teacher</td>
<td>: Good.</td>
</tr>
</tbody>
</table>

(Harmer, 2007: 206)

d. Drills

Drills can also make the students actively in the classroom. The teacher can organize a quick cue-response session to encourage controlled practice of the new language (Harmer, 2007: 207). The teacher can use a picture on the card as a cue to elicit students’ responses during teaching learning process. Cue-response drills are an
efficient way of getting the students to say the new language in a way that can be invigorating and challenging, as illustrated in example below.

Teacher (Holds up picture of two people painting the outside of a house) : Sam?
Student 1 (Sam) : They’re painting the house.
Teacher : Good. (Holds up picture of someone fixing the roof) Kim?
Student 2 (Kim) : He’s fixing the roof.
Teacher : Good. (Harmer, 2007: 207)

In the classroom interaction, eliciting techniques is considered as an effective techniques used by teachers in which students as center of the class and the teacher as a guide. The purposes of eliciting techniques are to give the students a chance to participate in the learning process especially in classroom interaction by letting them express their knowledge, to enhance their language abilities by adding their background knowledge and to reveal students’ basic knowledge in the topic given (Darn, 2008).

On a whole, it can be concluded that the main purpose of eliciting techniques is to get students’ responses. Whether it is verbal or non verbal does not matter as long as the teacher knows that he/she is succeed in initiating a response to maintain a good interaction with the students. It can be seen that eliciting techniques plays the role as an effective way that can be used by the teachers to stimulate students’ responses in the classroom.
F. Students’ Responses

Students’ responses in the classroom are important for the teacher to check whether or not the students understand the question and engage with the materials. To motivate the students to practice more the target language in the classroom, the teachers pose some questions which require the students to answer. It means that when the teacher asks question, it is intended to be responded by the students.

There are two types of students’ responses: verbal responses and non-verbal responses (Wu: 1993). Verbal responses are elicited from the students depend on the teachers’ questions. Moreover, verbal responses refer to the answer from teachers’ question provided by the students in forms words, simple sentences, or complex sentences. While non-verbal responses refers to the questions given by the students in form of gesture or body language.

There are some types of verbal responses proposed by Suherdi (2006; 2007). First, syllable. Syllable is a sound of a vowel (a, e, i, o, u) that’s created when pronouncing a word. Second, word. Word is a single unit of language that has meaning and can be spoken or written. Third, phrase. It is a systematic structure that consists of more than one word but lacks the subject-predicative organization of a clause. Forth, clause. It is a group of word that contains both a subject and predicate. The fifth, sentence. It is a group of a word which starts with capital letter and ends with a full stop (.), question mark (?), or exclamation mark (!).
There are some types of non verbal responses. First, smile. Smile means make the students’ mouth curve upwards, in order to be friendly or because you are happy or amused. Second, nod. Nod means the movement of the students’ head up and down, especially in order to show agreement or understanding. Third, silence. Silence serves as a type of nonverbal communication when the students do not use words or utterances to convey meanings. Forth, shake the head. It means movement of the students’ head from side to side as a way of saying no, or to show disapproval, surprise, or sadness.

Considering the classification above, the researcher uses these responses since it more specific and supplies several of students’ responses form.

G. Review of Previous Study

Teacher’s elicitation technique is being interested topic to conduct it as a research. The researcher has their own style to write their ideas, to collect the data, to generate their findings, and to draw the conclusion. The researcher found out some researchers that relates to the topic. It derived from education journal and thesis.

The first research comes from Tlarina with her Bachelor Degree Thesis *Elicitation Technique Used by English Teacher to Encourage Students Talk*, the case study at SMA N 3 Semarang. In her thesis she discussed types of elicitation that teacher’s used in her research site. She stated that the using of elicitation can be as a media to encourage students’ talk. She observed two
languages classes at her research samples. She analyzed why the elicitation can encourage students talk and how the ways to do it. She used quantitative method as her methodology research. The finding of the research was students’ talk is a valuable thing for teacher to know the level of understanding about the lessons. Students’ talk that she meant are questioning, answering, confirming, and presenting the lesson that the teacher delivered. The difference between previous study and present study are elaborated as follow 1). The focus of study: the previous study was trying to find the effectiveness of eliciting students to encourage students’ talk while in the present research, the researcher is trying to describe about elicitation techniques used by the teacher and students’ responses in the classroom 2) the technique: the technique of the previous research was using quantitative while the researcher uses qualitative.

The second research was conducted by Sasmita with her Bachelor Degree thesis “The English Teachers’ Skill in Giving Elicitation Question the Classroom at SMA Pembangunan Laboratorium UNP. This thesis discussed about elicitation techniques at SMA Pembangunan Laboratorium. Sasmita was a student of English Teacher Education of Padang University. She was looking for how the English Teachers’ skill affect into teachers’ ability in giving elicitation. She was observing three teachers to get the data. It analyzes which skill that the English teachers used in giving elicitation. She used Quantitative data to this research and the findings of this research were the highest skills of giving elicitation question frequently used. It is proven by her
interview of some teachers. Then she counted the result used by her quantitative, she labeled the subject and object research then counted to the formula. She suggested to the teachers to not use certain skills in giving elicitations. The differences of this present study and the previous study are elaborated as follows. 1). The focus study: highest skills of giving elicitation question frequently used. 2). The technique: the technique that the previous study used is Quantitative while the researcher will use Qualitative.

The two researchers contribute much to this study since they provide the types of elicitation, the purpose and the beneficial points of it.