

Proceedings

The 5th Annual INTERNATIONAL SEMINAR on Transformative Education and Educational Leadership

Theme : Education Innovation in Globalization Practice

22 September 2020
Postgraduate School - Universitas Negeri Medan



Supported by :



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Schedule of The 5th Annual Internatioanal Seminar on Transformative Education and Educational Leadership (AISTEEL) 2020
Postgraduate School, Universitas Negeri Medan

22 September 2020

(Indonesian time)	Activities	PIC/Moderator
07.00 – 08.30 (am)	Preliminaries	committee
08.30 - 08.45 (am)	Opening Ceremony 1. MC Speech 2. Indonesian National Anthem 3. Pray 4. Chairperson Report 5. Welcoming speech of Director of Postgraduate School 6. Welcoming speech and official opening of Rector of Universitas Negeri Medan 7. Photo session	MC (Dr. Anni Holila Pulungan, M.Hum & Sofianto Gultom, S.Pd)
08.45 – 09.25 (am)	Keynote Speech 1: Prof. Dr. Syawal Gultom, M.Pd (Universitas Negeri Medan– Indonesia)	Dr. Rahmad Husein, M.Ed
09.25 – 10.05 (am)	Keynote Speech 2 Prof. Emmanuel Manalo (Graduate School of Education, Kyoto University, Japan)	Prof. Amrin Saragih, PhD
10.05 – 10.45 (am)	Keynote Speech 3 Dr. Susan Ledger (Head of Education, Murdoch University - Australia)	
10.45 – 11.25 (am)	Keynote Speech 4 Prof. Dr. Ekkarin Sungtong (Dean of Faculty of Education Prince of Songkla University - Thailand)	Mangara Simanjorang, PhD
11.25 – 12.05 (am)	Keynote Speech 5 Assoc. Prof. Yuri Uesaka (The University of Tokyo - Japan)	
12.05 – 13.30	Break	
13.30 – 15.30 (pm)	Parallel Session 1 (divided to 19 parallel rooms)	Moderator/Operator
15.30 – 15.35 (pm)	Break	
15.35 – 17.00 (pm)	Parallel Session 2 (divide to 19 parallel rooms)	Moderator/Operator
17.00 – 17.10 (pm)	Cloosing	committee

**Proceedings of the 5th Annual International Seminar on Transformative Education
and Educational Leadership (AISTEEL 2020)**

Preface

The fifth Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) was held by virtual seminar on 22 September 2020. This seminar is organized by Postgraduate School, Universitas Negeri Medan and become a routine agenda at Postgraduate program of Unimed now.

The AISTEEL is realized this year with various presenters, lecturers, researchers and students from universities both in and out of Indonesia participating in, the seminar with theme “Educational Innovation in Globalization Practice”.

The fifth AISTEEL presents 4 distinguished keynote speakers from Universitas Negeri Medan - Indonesia, Kyoto University - Japan, Murdoch University – Australia, Prince of Songkla University – Thailand and from The University of Tokyo - Japan. In addition, presenters of parallel sessions come from various Government and Private Universities, Institutions, Academy, and Schools. Some of them are those who have sat and will sit in the oral defence examination. The plenary speakers have been present topics covering multi disciplines. They have contributed many inspiring inputs on current trending educational research topics all over the world. The expectation is that all potential lecturers and students have shared their research findings for improving their teaching process and quality, and leadership.

There are 180 articles submitted to committee, some of which are presented orally in parallel sessions, and others are presented through posters. The articles have been reviewed by double blind reviewer and 104 of them were accepted for published by Atlantis Press indexed by International Indexation, while 54 papers are published by digital library indexed by google scholar..

The Committees of AISTEEL invest great efforts in reviewing the papers submitted to the conference and organizing the sessions to enable the participants to gain maximum benefit.

Grateful thanks to all of members of The 5th Annual International Seminar on Transformative Education and Educational Leadership (AISTEEL 2020) for their outstanding contributions. Thanks also given to Atlantis Press for producing this volume.

The Editors

**Bornok Sinaga
Rahmad Husein
Juniastel Rajagukguk**

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Types of Elicitation on Students' Engagement in Learning English

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Abstract— Elicitation technique is designed to drawing information from students, generally by asking questions. This research attempts to identify types of elicitation used by the English teacher in learning English at SMA Plus Taruna Akterlis Medan. The teachers' elicitation was aimed to know students' engagement in using elicitation technique. This research is conducted by applying descriptive qualitative method. The participants of this study were two teachers and sixteen students. The theory that used is from Doff (1988) mentioned five types of elicitation technique, namely asking questions, asking questions combined with picture, asking questions combined with using games or activities, asking questions combined with using texts and dialogues, asking questions combined with using nonverbal language. This study revealed that the frequency of asking questions (40%), asking questions combined with picture (20%), combined with using games or activities (20%), combined with using texts and dialogues (60%). The most frequent type of elicitation used which reached is elicitation technique combined with using texts and dialogues;60%. This indicates that elicitation promoting students' engagement in learning English.

Keywords—Elicitation, Qualitative Research, Students Engagement

I. INTRODUCTION

Nowadays, it is difficult for teachers just only using traditional teaching methods or techniques to achieve success in teaching and learning process. Frimpong (1990) stated that teaching as the process whereby a teacher imparts knowledge, skills, attitudes and value to a learner changing the behavior. From this definition, it can say that teaching involves not only how information gets from the teacher to the learner but also how the learner uses an interacts with. Teacher have to apply an appropriate technique during teaching and learning process. In relation to this, teaching and learning process can be successfully leads by a good academic qualification and competence of teachers.

Teachers are the key to improving the quality of human resources in the movement to improve education better. One of the techniques usually used by English teachers to assist students' engagement is elicitation technique. The term "elicitation" is firstly introduced by Sinclair and Coulthard in 1975 to describe utterance which requests for verbal response in the classroom (Ramiro, 2002). As suggested by Doff (1988)

elicitation is mainly done by asking questions merely or asking questions combining with some other tools. In other words, elicitation technique used by teacher during the lesson to get information about what students already know and need to know. Elicitation techniques as a technique used by a teacher to get learners' respond (Walsh, 2013). According to Scrivener (2012), eliciting is a technique of drawing information from students, generally by asking questions, instead of using teacher explanation. It leads to greater involvement, encourages thinking, and pushes students to self-discoveries.

Based on the theory above, and after doing an observation in one English class at Senior high school in Medan, different phenomenon found from the class. The researcher found in responding questions, the students was remained to be silent and passive. The following preliminary data taken during teaching learning process from the teacher and students by using the Elicitation technique:

Teacher: Good morning class. How are you?

Students: Well miss. Thank you



Teacher: Do you know this picture?

Student 1: Yes, Miss.

Student 2: Malin kundang Miss

Student 3: (silent, while opened her book)

Other students: (silent and talking with their friend)

There are some relevant studies conducted before this research. The first one is study about conducted a research about an analysis of elicitation technique used by the English teacher in teaching speaking skill by Nova, F (2019). This aim of this research is to find out the types of elicitation technique

used by the English teacher in teaching speaking skill at SMA Laboratorium Unsyiah Banda Aceh. As the result, this research indicated that the teacher applied all types of elicitation technique proposed by Tsui (1995) namely elicit inform (45.16%), elicit confirm (25.80%), elicit agree (9.67%), elicit commit (6.45%), and elicit clarify (6.45%).

A study by Alsubaie (2015) from King Abdul Aziz University revealed that the teachers used three types of questions to elicit information from the students. They are yes/no questions, closed/display questions and open referential questions. Further, it was found that referential questions was less used than yes/no questions and closed/display questions.

Additionally, a study was done by Usman, et al (2018) towards English Department lecturers of Ar-Raniry Islamic State University. Five lecturers who taught at speaking class became the research participants. From this research, it was found that the lecturers used all types of elicitation techniques in speaking class such as inform (72.23%) which was used frequently than the other types. The other types of elicitation technique used were agree (9.66%), confirm (8.14 %), repeat (4.38 %), clarify (4.02%) and commit (2.0%).

Those relevance studies have differences with the research of teachers' elicitation to promote students' engagement in learning English writing. In this research, the researcher analyzes the types of elicitation technique by Doff (1988) to promote students' engagement in learning English and analyzing the reason of teacher using the elicitation technique as the way they are. In accordance to this condition, the researcher is interested to conduct the study about teachers' elicitation whether this technique can promote students' engagement in learning English or not.

II. REVIEW OF LITERATURE

A. Definition of Elicitation Technique

The term elicitation was introduced by Sinclair and Coulthard in 1975 to describe utterances in the classroom, which elicit verbal responses. Elicitation is a procedure by which teachers stimulate students to produce a sample of the structure, function, and vocabulary items being taught. Doff (1988) states that eliciting can take place at any stages of the lesson and it is mainly done by asking questions. Walsh (2013) defines elicitation techniques as a technique used by teachers to get learners' respond. In other words, elicitation techniques used by teachers before or during the lesson to get information about the depth of knowledge of the students. While, According to Scrivener (2012), eliciting is a technique of drawing information from students, generally by asking questions, instead of using teacher explanation. It leads to greater involvement, encourages thinking, and pushes students to self-discoveries.

B. Types of Elicitation

There are types of elicitation, most of them already used by the teacher in teaching English. On the other hand, as the framework that based this research, the researcher uses the

types of elicitation technique that proposed by Doff (1988). He classifies six types of elicitation technique as elaborated below:

a. Asking Questions

Doff (1988, cited in To et al., 2010, p.12) claimed that "eliciting can take place at any stage of the lesson and is mainly done by asking questions," which means that asking questions is the leading technique to elicit ideas and responses from students. Teacher can start asking with yes-no questions, true-false statement, or WH questions.

Example 1

Teacher: Do you come to school on Tuesday?

Students: No, Miss.

b. Asking Questions Combined with using Pictures

Doff states that the teacher uses pictures to set the scene and what the students see and think about it. Pictures are one of the interesting media to use in the classroom. Using pictures in the classroom has led to increased students' interactivity and discussion.

For the example;



Teacher: What do you see in the picture?

Students: Burger

Teacher: Good job!

c. Asking Questions Combined with using Games or Activities

Wright, et al., (2006:1) state game as an activity that is entertaining, interesting, challenging, and make the students play and interact each other. Furthermore, games provide one way of helping the students to experience the language rather than only study it.

d. Asking Questions Combined with using Texts and Dialogues

According to Doff, the teacher should consider using texts and dialogues to guide the students to respond to the use of language and context that is presented in the texts and dialogues. Using text and dialogues also can be used for learning punctuation, help to teach grammar, learn about literary analysis and close reading. For the example;

Hi! My name is Olivia. I am 12 years old. I live in Canada with my parents and brothers. I am in grade 6. I like social studies and math. After school, I take dancing lessons, swimming and violin. I like cats and rabbits.

Teacher: What the text is about?

Students: Olivia

Teacher: Where does she live?

Students: Canada

e. Asking Questions Combined with using Nonverbal Language

As mentioned by Doff gestures, facial expression, body language, etc. or non-verbal language, in short, are what teachers have at their disposal to motivate students' responses. These nonverbal language tools can be alternated or used together with other tools to change the class atmosphere and make students attentive in class. Teachers can draw students' attention and motivate. For the example;

Teacher: (Waving her/his hands). What does it mean?

Students: Good bye

III. RESEARCH METHODS

The researcher used qualitative research as the method of this study. Creswell (2012:16) states that qualitative research explores a problem and provides detailed understanding of a central phenomenon This method was related to this study because this study aimed at analyzing the types of elicitation technique used by the English teacher in teaching speaking skill with using the types of elicitation technique that proposed by Doff (1988). This study was conducted at SMA Plus Taruna Akterlis Medan. The subject of this study was two English teachers at SMA Plus Taruna Akterlis Medan.

To obtain the data, the researcher used observation and interview technique. In conducting the observation, the researcher will use a mobile phone to record the video during the teaching and learning process conducted by the teachers and field note to ensure that all the information needed are recorded.

IV. RESULTS AND DISCUSSIONS

1) The observation was done for two meetings on grade XI MIA of SMA Plus Taruna Akterlis Medan. The researcher collected the data with video recording and after that; the data were transcribed and analyzed. After transcribing and analyzing the data, it was revealed that the teacher used all types of elicitation technique. The teacher used four of five types of elicitation technique proposed by Doff (1988) namely asking questions, asking questions combined with using pictures, asking questions combined with using games or activities, asking questions combined with using texts and dialogues. The frequency and percentage of the types of elicitation technique used by the English teacher during the teaching-learning process in the classroom is described in the following table:

TABLE I. TYPES OF ELICITATION ON STUDENTS ENGAGEMENT IN LEARNING ENGLISH

Types of Elicitation	Teachers utterances	Percentage
Asking Questions	6	20%
Asking questions combined with using picture	9	30%
Asking questions combined with using games or activities	5	16.6%
Asking questions combined with using text or dialogues	8	26.6%
Asking questions combined with using non- verbal language	2	6.6%
Total	30	100%

Based on table 1 it can be described that 6 (20%) as asking questions, 9 (30%) as asking questions combined with using picture, 5 (16.6%) as asking questions combined with using games or activities, 8 (26.6%) as asking questions combined with using text or dialogues, 2 (6.6%) asking questions combined with using non- verbal language.

It means that the most of teacher used asking questions combined with using picture to draw the information from students. Moreover, based on the findings, it can be interpreted that the teacher employed all types of elicitation technique based on the framework.

V. CONCLUSION

Based on the findings, it can be concluded that the teacher has employed elicitation technique in teaching English. There are five types of elicitation technique proposed by Doff (1988). Among five types, asking questions combined with picture appeared to be the most frequently used by the teacher. The result found that teachers' elicitation can promote students' engagement.

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