The Perspective of Students with Various Anxiety Levels on the Elicitation Techniques in the EFL Classroom

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ARTICLE INFO

ABSTRACT

Students often experience anxiety in speaking and teachers have to think the right strategies to help students reduce their anxiety. Elicitation Techniques are used by the teachers to solve this problem, but some students still have difficulty in speaking. This study aimed to analyze the levels of speaking anxiety experienced by the students, the types of Elicitation Techniques used by the teacher and the students' perceptions. This study used a descriptive-qualitative method with the grade VII C students at SMPN 10 Purwakarta as the participants. The data was obtained through observations, questionnaires, and interviews. Results showed three anxiety levels experienced by the VII C students; Very Anxious, Anxious and Mildly Anxious. Five students or 19.2% experienced anxiety on Very Anxious level, 15 (57.7%) students experienced Anxious level, and six students or 23.1% had a Mildly Anxious level. Regarding to the Elicitation Techniques, the teacher used five types of Elicitation Techniques, those are Asking Questions, Pictures to Ask Questions, Games/Activities to Ask Questions, Text/Dialogue to Ask Questions, and Non-Verbal Language to Ask Questions. The most frequently used types of Elicitation Techniques is Asking Questions with a total 70.2% or 40 times used, followed by Non-Verbal Language to Ask Questions 14%, and the third most frequently used types of Elicitation Techniques are Pictures and Text/Dialogue with a total 7%, and the type of Elicitation Techniques with the lowest percentage is Games/Activities with a total 1.8% or only one time used. Nine students with different anxiety levels that are interviewed in order to find out their perspective towards the Elicitation Techniques and most of the students with a total eight students with each different levels of anxiety feel more comfortable when the teacher asks questions using pictures and they feel uncomfortable when the teacher directly asks questions to elicits them to speak. Moreover, the students also admitted they want to be involved in activities such as games to make the learning session more interesting.

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1. INTRODUCTION

Language has four major skills that should be developed by the students (Reference to support this claim). These language skills include reading, writing, listening, and speaking. All these skills are important, and speaking is one of those important skills. Speaking is a skill that learners should focus on developing both first or second language (Reference to support this claim). In line with this statement (which statement: There have been two issues here; Skills and Speaking), Nunan (1995) as cited in Lai-Mei Leong and Seyedeh Masoumeh Ahmadi (2017) stated the ability to carry on a conversation in foreign or second language is the most essential component of learning a foreign or second language because it is used to determine success in learning it.

In Indonesia, English is one of the foreign languages that is formally taught at school. Students are expected to be fluent in English. According to Parmawati (2018:21), speaking is the most important English skill because it is used to communicate in everyday life. The ability to speak in English will be used to communicate with people around the world and also it can be used to find out and easily get the information needed.

Developing speaking skill in an EFL Classroom is not as easy as it thought. Many students have problems learning to speak in English, especially Junior High School students who have just started learning English. Students and teachers will always find obstacles that have to be faced by them during the learning process. One of the obstacles is students often experience anxiety in speaking more than any other skills. Students tend to be silent during the lesson. It could happen due to various factors causing the students to be uncomfortable when speaking in English. According to Togarotop (2009), due to their inability to control their emotions, such as anxiety, lack of self-confidence, nervousness, low motivation and boredom, the students in EFL classrooms tend to be silent during the teaching and learning activities.

Teachers, as the facilitator in the teaching learning process, have to think about the right strategies the teacher can apply to help students reduce their anxiety and also help students to develop their speaking skill. Teachers should build an interaction during the lesson. In making that interaction, teachers can use elicitation techniques to elicit students to speak during the teaching and learning process. Walsh (2012) as cited in Farida Nova (2019) stated that elicitation techniques are techniques that are used by the teachers to get response from the students. This technique is a technique in which the students get the activities to observe reading materials, videos, or pictures and visit certain locations related to the learning materials, from the result of this activity, students are expected to gain more knowledge that previously students already had.

The researcher conducted this research because the researcher still found the problems related to the speaking anxiety experienced by some students during the preliminary observation at SMPN 10 Purwakarta. The researcher had a chance to observe the teaching learning process, and related to the result of the observation the researcher found some difficulties that were faced by the students during teaching and learning process in English

language class. Most of the students felt anxious when it comes to speaking, even if they only had to answer a very simple question. During the preliminary observation, the researcher found that the teacher in the class was already trying to elicit students to speak by using Elicitation Techniques, but some students still found it really hard to speak in English. For some students, the teacher should come closer to the students just to elicit them to speak. And there were also some students who always pretended to write the material in their own notebook just to avoid questions from the teacher. This thing did not only happen one time, this always happens during English class. The teacher also taught that there were still many students who had difficulty in speaking English even though the teacher already elicited them to speak in many ways.

Based on the explanation above, the researcher interested to analyze in more detail related the anxiety level experienced by the students and find out students' perspective towards the Elicitation Technqiues in the EFL classroom in which the results can be used as a reflection for the teacher to improve the implementation of Elicitation Techniques so it could be implemented optimally.

2. METHODOLOGY

This research used a descriptive-qualitative research method in order to discover the types of elicitation techniques applied by the teacher in the teaching learning process as well as the anxiety level that suffered by the students. Fraenkel & Wallen (2008) as cited in Asysyfa, Ayu Maulida & Siska Rizkiyani (2019 : 582) stated that the following characteristics are found in qualitative research: (1) the researcher is the main instrument in qualitative research, and the real setting is an important source of direct data; (2) rather than numbers, words or images are used to collect qualitative data; (3) qualitative researchers looks into both processes and outcomes; (4) qualitative researchers commonly analyze the data inductively; (5) the main purpose of qualitative research is to learn how people understand their own life.

The researcher conducted this research at SMPN 10 Purwakarta. The respondents of this research were the students of the grade VII C that consists of 26 students and the English teacher of the grade VII. The research used three data collection techniques to obtain the data; observation, questionnaire, and interview. The researcher analyzed the data used a theory from Miles and Huberman (1994) that consists of three steps; data reduction, data display, and conclusion drawing.

3. RESULTS AND DISCUSSIONS

The findings and discussions will present the answers of the research questions related to the anxiety levels experienced by the students, the types of elicitation techniques implemented by the teacher and the students' perspective on the elicitation techniques implemented in the EFL classroom.

The researcher found out the students in class 7C experienced anxiety on three different levels, those are Very Anxious, Anxious and Mildly Anxious level and none of the students in class 7C experienced anxiety on Relaxed and Very Relaxed level. Most of the students experienced anxiety on Anxious level with total 15 (57.7%) students, 6 (23.1%) students experienced anxiety on Mildly Anxious level and the rest of the students with total 5 (19.2%) students experienced anxiety on Very Anxious level even though the teacher is already applied Elicitation Techniques during the teaching and learning process.

Based on the data, there were 5 students (19.2%) who had "Very Anxious" level of speaking anxiety in the EFL classroom, which means there were 5 students who had speaking anxiety in the range between 124-165. In class 7C, the researcher found the highest student's anxiety level had a total score 132 and the lowest score on "Very Anxious" level was 124. Nur Jannah (2022) in her research found that there are 3 students who experienced speaking anxiety on "Very Anxious" level, which means the Very Anxious level was not dominated by the level of speaking anxiety that was experienced by the students. The students with a Very Anxious level of speaking

anxiety admitted that they were something they are afraid of when learning English. They perceived that the fear they experienced during English learning session usually caused by the question that the teacher given spontaneously to them, they are also afraid if the teacher asks them to come to front of the class, it makes them feel afraid of being laughed at by their classmates. Gurbuz (2014) supports this by stating that students have more worry over speaking than they do over other language skills, because speaking activities require in-front-of class and on-the-spot performance.

Meanwhile, for the "Anxious" level the researcher found there were 15 students (57.7%) who were experiencing this anxiety level. It shows that, "Anxious" level was the highest anxiety level. The feeling of anxiety usually appears because of the unfamiliar feeling with the language, and also the fear of making mistakes and getting negative responses from their surroundings. On the other hand, there were 6 students (23.1%) who experienced "Mildly Anxious" level of speaking anxiety in the EFL classroom. The data above shows that students have a low anxiety level, it can be assumed that students on this level have enough confidence to speak during the EFL classroom. They admitted that they also afraid of mispronunciation, but because they know well what they are afraid of, they tried to reduce it by focus on paying to the material that is given by the teacher and usually before the learning session, they will prepare the material for the next meeting. It is related to the factors that affect speaking skill, according to Nation and Newton (2009) how well students can speak is usually affected by performance conditions, which often include time limitation, preparation, performance quality and the amount of support.

Related to the implementation of the elicitation techniques, in every meeting, the teacher used different types of Elicitation Techniques. From the data of observation checklist, the average index percentage analyzed that the most frequently used types of Elicitation Techniques is Asking Question for 70.2%, using Non-Verbal Language with total 14%, then followed by using Pictures and using Text or Dialogue with a total 7% for both of them, and the last is using Games or Activities for 1.8%. Asking questions, as the types of Elicitation Techniques with the highest percentage, the teacher stated that asking questions is a very usual thing that the teacher always does to elicit students to speak during the teaching and learning process. This is in line with the statement according to Darn (2008) asking questions is not only a natural part of communication, but it is also one of the most significant tools that the teachers have.

The second most commonly used type of Elicitation Techniques is Using Non-Verbal Language with a total 14%, this type of Elicitation Technique was used 8 times during the teaching and learning process. The teacher used Non-verbal Language when giving material about Direction, the teacher demonstrated the Direction such as 'turn left' or 'turn right', then asked the students to mention it using English. It is related with the statement from Doff in Sri Yudha Lestari (2020) he stated that the teacher typically used Non-verbal Language to elicit students to gain new words or vocabularies and also structure.

The third most frequently used type of Elicitation Techniques was using Pictures and Text or Dialogue with totals 7% for both of them. The teacher used this Pictures and Text or Dialogue in two different materials, Pictures was used when delivering material about Direction. According to Doff in Sri Yudha Sulastri (2020) the teacher can set the scene using the pictures and then ask the questions to make a discussion with the students related to things they see on the picture, their opinion about things that happened on the pictures, the reason why they think it could happen, their prediction about what will happen next, and their feelings regarding to what they think. Based on the statement, the teacher really did the same thing during the learning session, the teacher used pictures as a media to deliver the material about Direction, after explain to the students related to the vocabulary that used to show direction, the teacher draw a picture and asks the students to explain direction from one place to another place. In this case, the teacher only manually drew the pictures on the whiteboard because there were the limitation of facility provided by the school and the teacher also did not prepare the media used as best as

possible.

Asking Question combined with Games or Activities is the least commonly used type of Elicitation Technique with a total 1.8%, it was only used once during the first observation. The teacher stated using Games or Activities was not going effectively because the teacher can not control students optimally because they were not focused to the material.

Beside find out the perspective about Elicitation Techniques from the teacher, the researcher also find out how the students' perceived the Elicitation Techniques that are used by the teacher in order to help the teacher in finding out the right way to apply the Elicitation Techniques that are suitable and enjoyable for the students. The researcher interviewed nine students with different levels of anxiety and based on students' perspective, most of the students with a total eight students from with each different anxiety levels admitted that the most uncomfortable types of Elicitation Techniques is Asking Questions. They feel uncomfortable when the teacher directly asks them a question, they stated that sometimes they know the answer but they chose to keep silent because they were afraid of mispronunciation. The fear of mispronunciation is also in line with one of the weaknesses from using the Elicitation Tecniques that is mentioned by Ur (2012) when students are being asked by the teacher to communicate using foreign language, students tend to become frustated because they feel worried about being judged by others.

Each students with different anxiety levels also stated the most comfortable types of Elicitation Techniques is using Pictures to Ask Questions because the pictures can help students in giving an illustration regarding to the questions or the material. The implementation of pictures to ask questions in line with the statement from Doff in Sri Yudha Lestari (2020) the teacher can set the scene using the pictures and then asks the questions to make a discussion related to what they see on the picture.

In giving the ideas to make the learning session more interesting and enjoyable the students from each different anxiety levels mentioned that they want to be involved in an activity such as game. But, in the implementation of Games or Activities to asks questions the teacher assumed that the use of Games or Activities in the learning session became ineffective since the students being more focused to their surroundings rather than to the material that was delivered by the teacher during the activity. It can be concluded that the teacher and the students have different points of view related to the Elicitation Techniques implemented in the teaching and learning process.There are also the obstacles that the teacher have to faced in implementing the Elicitation Techniques, such as the limitation of the facilities provided by the school and the limitation of the preparation for the media used in implementing the Elicitation Techniques. Because of those obstacles and also different perception towards the Elicitation Techniques implemented in the learning session, the Elicitation Techniques cannot be implemented optimally in order to reduce students' speaking anxiety and develop students' speaking skill.

The findings section is not easy to follow as the ideas are circular and not organised appropriately.

Reading the title,

I perceived that you firstly presented the findings from the questionnaire suggesting the anxiety level;

secondly, you observed the classroom to identify what elicitation techniques the teacher used;

thirdly, you interviewed the students to check what elicatation techniques each student preferred.

fourthly, you compared and constrasted the findings from the questionnaire, observations, and interviews.

finally, you presented the findings following, for example, students' anxiety-level-based organisation to explain what eliciation technique was more preferreble by students with each anxiety leve.

In doing so, you could use headings, i.e., findings from questionnaire believed to identify students' anxiety, findings from observations to support the questionnaire results, and findings from interviews.

Furthermore, discussions relevant to the findings are not present yet.

4. CONCLUSIONS

Based on the results and discussions, it can be concluded that most of the students experienced speaking anxiety on Anxious level with total 15 (57.7%) students, followed by students with a Mildly Anxious level with total 6 (23.1%) students and the rest of the students with total 5 (19.2%) students experienced speaking anxiety on Very Anxious level.

During the teaching and learning process, the most commonly used type of Elicitation Techniques was Asking Questions a total of 40 times (70.2%). Furthermore, Asking Questions combined with Non-Verbal language is the second most commonly used and it applied eight times during the observation and followed by Asking Questions using Pictures and Asking Questions using Text/Dialogue with totals 7% for both of them. The last type of Elicitation Technique that has the lowest percentage is Asking Questions using Games/Activities with a total 1.8%.

Among all those five types of Elicitation Techniques that were implemented by the teacher in the EFL classroom, the researcher can assume that most of the students feel more comfortable when the teacher asks questions using pictures because indirectly it helps the students in giving an illustration about the material that is delivered by the teacher. On the other, the students feel uncomfortable when the teacher directly asks questions to them because it can make the students feel anxious and they do not know how to answer the question, and even if the students know the answer, they admitted that when the teacher asks question to them directly, it instantly makes them confused and all of sudden, they could not think about the answer clearly. Moreover, the students also admitted that they want to be involved in activities such as games to make the learning session more interesting and enjoyable for them, but the students also want to make the activities or games still organized so the material presented can be delivered effectively and the students can understand it easily.

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