



## Analyzing the Types and Implementation of Elicitation Strategies in English Classroom at Al Islam Boarding School

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**Abstract.** This study aims to examine the elicitation strategy used by English teachers at Al-Islam Boarding School as well as the perception of teachers and students on its effectiveness. The background of this research is the dominant use of Arabic in the school environment, which limits students' opportunities to practice speaking in English. The limitations of learning media such as projectors and language laboratories also require teachers' creativity in encouraging student participation. Although the teachers were not familiar with the theoretical term "elicitation," the results of the observations showed that they intuitively applied a variety of strategies to provoke students to speak. This study used a qualitative case study design with purposive sampling technique, involving four teachers and four students from classes X and XI. Data was collected through classroom observation, lesson plan analysis, and in-depth interviews. The findings showed that all teachers used WH-questions as the main basis of the elicitation strategy, which were then varied with inferential questions and speech prompts according to their respective pedagogical goals. Grade X teachers place more emphasis on student comfort and motivation through the use of visuals and games, while grade XI teachers implement more complex strategies to encourage high-level thinking and grammatical accuracy. Students' perceptions confirm that clear context, visuals, and games increase their confidence in speaking. This study concludes that teachers are able to apply elicitation strategies adaptively despite limited resources.

**Keywords:** Elicitation; Implementation; Media; Speaking; Strategies

### 1. INTRODUCTION

Elicitation questions are an essential language teaching method used to encourage classroom interaction. They serve as a learning tool that can easily prompt thinking and spark inquiries. Through questions, teachers can establish dialogic relationships with their students. These techniques are considered effective for inciting and encouraging student participation in class. In essence, they are a means to enhance how students use language. By using these methods, teachers create a dynamic environment. This active approach helps students become more engaged in their learning. Ultimately, elicitation is a vital tool for fostering communication skills. (Mandasari et al., 2019).

Eliciting techniques are a crucial approach for teachers to stimulate and enhance student participation in the classroom. These methods serve as tools for improving students' language skills by encouraging them to speak, express opinions, and contribute to the learning environment.

However, one case revealed a stark contrast to this approach. It was evident that speaking practice sessions overly prioritized the lecturer's explanations, creating a teacher-centered model that limited student involvement (Ayouni, 2019). In this system, the teacher oversaw all information and expected students to simply absorb the material. Students were

completely guided by the teacher, who determined the pace and direction of the learning process. This approach was often used in traditional classrooms for imparting basic concepts.

It was not conducive to fostering independent learning or critical thinking. To be more creative and critical, students needed to be actively engaged in their education. (Ghafar, 2023) A teacher-centered approach proved unsuitable for teaching speaking skills. It restricted students' creativity in verbal expression and severely limited their engagement in classroom interactions. This lack of active participation ultimately hindered their progress. Therefore, it was clear that this teaching style was not effective for developing students' speaking abilities.

Several studies indicated that elicitation could encourage students to participate in classroom activities. Alvi and Alvi (2019) demonstrated the significance of elicitation in language classrooms for both teachers and learners. Most teachers believed that it motivated students, created a stress-free environment, and boosted participation. However, not all teachers agreed due to some drawbacks. The research was conducted with 30 students and 15 teachers from a university in Saudi Arabia. The study proved that elicitation could transform classes into a more learner-centered environment. Despite this, specific factors often hindered teachers from using elicitation effectively. The study concluded that the essence of successful elicitation lay in skillful interaction between the teacher and the learner. (Alvi & Alvi, 2019)

A second study by Oryza et al. (2022) examined the use of the Presentation-Practice-Production (PPP) model for teaching grammar. The researchers analyzed a YouTube video to see how elicitation questions were used at each stage. They used a quantitative approach to identify the most common types of questions. The findings indicated that closed-ended questions were predominant in the presentation phase. Conversely, open-ended questions were more prevalent in the practice and production phases. The study concluded that closed-ended questions were best for the presentation stage, where teachers provided more guidance. Open-ended questions were well-suited for the practice and production stages, which gave students more freedom. The study proved that PPP with effective elicitation strategy offered a balanced approach for teaching grammar. (Oryza et al., 2022)

A third study by Yenti et al. (2022) examined the implementation of elicitation techniques in an EFL classroom. The research used a descriptive qualitative method with three English teachers as participants. The findings identified eight types of elicitation techniques, with "elicit: inform" being the most frequently used. It suggested that teachers should encourage more active student participation by using successful elicitation. This included using body language, gapped sentences, and pauses, not just conventional questions. The research recommended that teachers broaden their knowledge and skills in preparing and delivering

questions. Ultimately, implementing various elicitation techniques helped create a more dynamic classroom where students were motivated to speak and participate. (Yenti et al., 2022)

These three studies underscore the importance of elicitation techniques in the context of language learning. They demonstrate that the use of elicitation can have a significantly positive impact on student motivation, grammar learning, and classroom interaction. Despite having some drawbacks, the advantages offered by elicitation in enhancing student participation and understanding make it a valuable tool in language classrooms. Teachers are encouraged to develop their skills in utilizing various elicitation techniques to create a dynamic learning environment and motivate students to actively participate in the process of learning English.

A study by Alvi and Alvi (2019) highlighted the positive impact of elicitation on student motivation. It created a stress-free environment that encouraged students to participate, though teacher attitudes toward the technique varied. A second study by Oryza et al. (2022) investigated elicitation within the Presentation-Practice-Production (PPP) model for grammar instruction. The researchers found that closed-ended questions were predominant during the presentation phase. However, open-ended questions were more common in the practice and production phases. This combination of strategies was considered a well-balanced approach to teaching grammar. Finally, a study by Yenti et al. (2022) identified eight types of elicitation techniques used in EFL classrooms. This research concluded that teachers needed to enhance their understanding of these techniques to better promote active student participation.

Previous studies have shown that the use of elicitation strategies can increase student participation and their understanding of the subject matter. However, there has been limited research specifically examining the use of elicitation strategies in the context of boarding school. To address these challenges and encourage students to speak English, teachers in Boarding School can employ various elicitation strategies. Elicitation techniques involve using prompts, questions, or activities to draw out students' responses and encourage them to use the target language. By using elicitation strategies, teachers can create a more interactive and engaging learning environment that fosters student confidence and participation.

Speaking skill was a fundamental aspect of English language learning. However, the classroom environment often presented a challenge, especially for students who felt uncomfortable or afraid to actively participate in speaking activities. Students tended to choose silence, use their native language, or respond with short answers. This situation became a significant challenge for teachers in creating a conducive environment for practicing speaking skills.

At Al-Islam Boarding School, there were specific challenges that affected English language learning. The dominant use of Arabic in students' daily communication created a significant language barrier, limiting their opportunities to practice speaking English actively in class. Additionally, limited facilities, such as inadequate learning media and classroom space, also restricted the variety of teaching methods that could be applied by teachers.

Therefore, English teachers were required to be more creative and innovative in using various strategies to motivate student participation. One crucial strategy was elicitation, a technique used by teachers to prompt students to speak or respond. This strategy was considered important to stimulate students to be more active and build confidence in communicating.

Interestingly, teachers at this school regularly used various methods to encourage participation, such as asking varied questions or using visual media. However, they tended to consider these practices as ordinary teaching strategies or a part of their teaching experience, without realizing that what they were doing aligned with established elicitation theories.

This study aimed to fill that gap by deeply analyzing the elicitation strategies factually used by English teachers and how these strategies influenced student participation in grades X and XI. Through this research, it was hoped that new insights into effective and relevant English teaching practices could be obtained, which could help other teachers face similar challenges.

## **2. METHOD**

The researcher used a qualitative case study approach to investigate the research questions. This method was chosen because it allowed for an in-depth exploration of a specific phenomenon, the use of elicitation strategies within its real-life context at Al-Islam Boarding School. A case study was particularly suitable for this research as it aimed to answer how and why questions, providing a holistic understanding of the teachers' strategies and their influence on student participation. The goal of the descriptive research was to explain a phenomenon and its characteristics (Nassaji, 2015). The researcher used a descriptive qualitative approach to provide a detailed description of the phenomena being investigated. This approach allowed the researcher to focus on the features, characteristics, and qualities that defined the phenomena. Thus, the researcher was able to gain a deeper understanding and explain the phenomena more effectively.

This research was conducted at Al-Islam Boarding School, which is strategically located on Kambitin Raya, Tanjung District, Tabalong Regency. The selection of this particular school as the research setting was based on its boarding school system.

The subjects of this study were four English teachers and four students in grades X and XI at Al-Islam Boarding School. The selection of these specific teachers was based on a purposive sampling technique, where the sample selection was based on the researcher's rational judgment in terms of being the most informative (Oranga & Audrey Matere, 2023). For this study, The primary rationale for selecting these 4 teachers was their extensive experience teaching English at Al-Islam Boarding School for a significant period. Meanwhile, the four students were selected from the classes taught by each of the teachers. Their selection also used a purposive sampling technique based on three main criteria: the highest academic scores on their last semester report cards, active oral performance during classroom activities observed by the researcher, and a direct recommendation from their teachers during the interviews. These criteria ensured that the selected students were the most informative and could provide deep insights into how the teachers' strategies influenced their participation.

The technique used in this research is observation, interviews, and document analysis. The analysis procedure adopted the Miles, Huberman, and Saldana model, which was chosen for its suitability in analyzing rich qualitative data derived from observations, interviews, and documents.

### 3. RESULT AND DISCUSSION

#### Result

##### *Analyzing Type and Implementation of Elicitation Strategies*

Table 1 summarizes these findings, showing how each teacher implemented the strategies with different media and for different purposes, supported by data from observation, lesson plans, and interviews.

**Table 1.** Type and Implementation.

<b>Aspect of Comparison</b>	<b>Teacher A (Grade X)</b>	<b>Teacher B (Grade X)</b>	<b>Teacher C (Grade XI)</b>	<b>Teacher D (Grade XI)</b>
<b>Primary Strategy</b>	WH-question	WH-question	WH-question	WH question
<b>Strategy Variations</b>	Games, Pictures, Text and Dialogue	Speech prompt and Role-play, Text and Dialogue	Visual, Text and Dialogue	Infernetial question, Games
<b>Main Focus</b>	Building critical thinking and confidence to speak	Creating an authentic communicative environment and comfort	Ensuring deep understanding	Applying practical grammar and keeping the class active

One of the most striking findings of this research is the fundamental similarity among all four teachers: they all rely on WH-questions as the primary foundation of their elicitation strategies. This pattern was consistently observed in every classroom. While a lesson plan analysis showed that no teacher explicitly mentioned "elicitation strategies," classroom practices proved that these questions were the most intuitively reliable tool for prompting oral responses. Interviews with all teachers further reinforced this, as they implicitly acknowledged the importance of these questions in initiating and sustaining class interaction.

Despite the common foundation, each teacher used distinct variations and media to achieve their specific pedagogical goals. The analysis of Teacher A's strategy showed a unique approach, particularly in the use of WH-questions. Although his lesson plan did not explicitly mention "elicitation," classroom observations showed he consistently used WH-questions with specific media and games to elicit active student responses. His goal, as revealed in the interview, was so that students *"tidak cuma jawab satu kata, tapi bisa berpikir dan punya opini."* The link between minimal planning, consistent practice, and an intentional goal proved that this strategy was part of Teacher A's intuitive and adaptive teaching skills.

Teacher B had a different approach by combining WH-questions and Speech Prompts. Observations showed he effectively used both strategies with visual media and dialogue texts, as seen in a customer-waiter roleplay scenario. The interview reinforced that his goal was to create a realistic communication situation and make students feel comfortable. He stated, *"Dengan bermain peran, saya bisa menciptakan situasi komunikasi yang mendekati kenyataan di dalam kelas."* This showed that Teacher B focused on building a supportive environment to encourage participation.

Teacher C stood out with his focus on grammatical accuracy through WH-questions in the context of a narrative text. Observations showed he used pictures as a medium to elicit questions about story details. The interview confirmed that his use of questions had a specific purpose: *"Kalau saya tanya, biasanya untuk memastikan mereka paham yang barusan saya ajarkan. Jadi pertanyaan saya lebih fokus ke itu."* This approach indicated that Teacher C used elicitation as a tool to ensure students' comprehension, rather than just to prompt general conversation.

The analysis of Teacher D's strategy showed a unique combination of WH-questions and Inferential questions. Observations showed he used WH-questions to explore students' initial understanding of grammar, and the interview confirmed his goal was simply to *"supaya kelas tidak sepi"* Teacher D was the only teacher who used Inferential questions through word association games. In the interview, he explained that his goal was to encourage students to

apply grammar concepts orally and in a way that was relevant to real life, instead of just memorizing rules from a book.

This findings concludes that WH-questions serve as a fundamental and intuitive elicitation strategy consistently used by all four teachers, regardless of whether they explicitly planned for it. While they shared this common foundation, each teacher adapted the strategy differently to suit their pedagogical goals ranging from encouraging student opinion, building realistic communication, ensuring comprehension, to promoting grammar application. These variations demonstrate that effective elicitation is not only about the type of question used, but also about how teachers intentionally shape classroom interaction to support meaningful learning.

The research findings also showed a correlation between the type of elicitation strategies used by teachers and the students' grade level. Teachers who taught Grade X, namely Teacher A and Teacher B focused on strategies aimed at making students feel comfortable and motivated to speak. In contrast, teachers who taught Grade XI, namely Teacher C and Teacher D, used more complex strategies to encourage higher-order thinking and a deeper understanding of grammar.

Teachers in Grade X used an approach that built students' confidence in communication. Teacher A used WH-questions with visual media and word-guessing games to elicit critical thinking, which was suitable for students at this level who needed to be encouraged to think beyond single-word answers. His goal, as he explained in the interview, was for students to *"tidak cuma jawab satu kata, tapi bisa berpikir dan punya opini."*

Meanwhile, Teacher B effectively combined WH-questions and Speech Prompts with visual media such as pictures and dialogue texts. This strategy was highly effective in Grade X because their level required a more engaging and relaxed approach to encourage involvement. In the interview, he stated that he *"menciptakan situasi komunikasi yang mendekati kenyataan di dalam kelas"* through role-playing, which was very appropriate for Grade X students just starting to feel confident in speaking.

On the other hand, teachers who taught Grade XI used more challenging and in-depth elicitation strategies. Teacher C focused his WH-questions on understanding the depth and meaning of stories, using pictures and narrative texts. In the interview, he stated that he wanted to ensure students *"paham cerita"* he was teaching, showing a focus on mastering more complex story in Grade XI.

Teacher D went even further by using Inferential questions through word association games. His goal, according to the interview, was for students to be able to *"mengaplikasikan"*

*konsep tata bahasa secara lisan dan relevan dengan kehidupan nyata*" instead of just memorizing rules. This strategy was ideal for Grade XI students who needed practice connecting theoretical concepts with a practical application.

Overall, these differences in strategy reflected the teachers' pedagogical adaptation to the students' level of ability and needs. Teachers in Grade X used elicitation to build a foundation for participation, while teachers in Grade XI used it as a tool to test and develop a deeper understanding and higher-order thinking skills.

### The Strategy of influence student participation in English-speaking activities

This research found that the different strategies teachers used to ask WH-Questions directly influenced students' perceptions, confidence, and participation in class. Through in-depth interviews, we discovered that students responded differently to various teaching methods. While some students felt burdened by questions that required them to formulate complex answers from scratch, others felt more comfortable and motivated when the questions were presented in a supportive context, such as with visuals or games.

**Table 2.** The Strategy of Influence Students Participation in English-Speaking Activities.

Category of Analysis	Student A	Student B	Student C	Student D
<b>Teacher's Strategy</b>	WH-question, Visual, Games, Text and dialogue	WH-question, Visual, Text and Dialogue	WH question, Visual, Text and Dialogue	WH-question, Inferential Question,
<b>Student's Feeling</b>	Felt, nervous sometimes	Relaxed	Relaxed	Nervous when answering complicated grammar
<b>Response to WH questions</b>	Challenged, had to think hard and often blank	Didn't have to think hard	Not to difficult	Felt burdened, and had difficulty constraining complex grammar
<b>Impact of Strategy Variations</b>	Visual helped visualize the answer Guessing game made students braver	Visual very helpful The text dialogue and role play made them more fluent	Visual helped to understand acted as guide for answering	Increased participation
<b>Student's Suggestion</b>	To combine WH-Questions with dialogues or role-play, like Teacher B, to make speaking practice easier.	No changes, just wanted more frequent role-play or slightly longer dialogues.	No changes, even asked for more role-play and longer dialogues.	No changes, felt the teacher's method was a good fit, but preferred learning from the book.

The findings indicated that the success of WH-Questions in encouraging student participation depended heavily on the supporting strategies used by the teachers. Based on the interview data, students felt most comfortable and motivated when questions were presented in a clear and interactive context.



### ***Student Feelings and the Influence of Visuals and Context***

Students who were taught by Teachers B and C consistently reported feeling relaxed and having fun during the WH-question sessions. This was primarily due to the use of visuals like pictures and videos, as well as dialogues and role-play, which acted as "clues" before the questions were asked. The students stated that the visuals helped them to "visualize" the answer, which reduced the cognitive load of having to come up with an idea from scratch. This was supported by an interview with a Student B, who said, *"Santai. Soalnya gurunya sering kasih lihat gambar dulu. Jadi, sebelum ditanya, kita sudah ada bayangan mau jawab apa. Tidak tegang sama sekali, malah seru."* In a similar vein, a Student C added, *"Membantu banget. Soalnya, kalau main peran itu kayak kita lagi ngobrol beneran. Jadi saya bisa langsung praktik, nggak cuma dihafal."*

### ***Response to Complex Questions (Why/How)***

Although WH-Questions that demanded in-depth answers (like "why" or "how") had the potential to stimulate critical thinking, the students of A and D found them to be a burden. They felt it was difficult to formulate complex ideas and sentences on their own, especially with complicated grammar topics. In contrast, the Students B and C did not feel this same difficulty because the visuals and dialogues provided the necessary context and examples. This finding was evident in the interview with a Student A, who explained, *"Jujur, itu bikin mikir keras. Saya harus mikir ide, terus cari kata-kata bahasa Inggrisnya. Kadang suka blank juga sih."* Likewise, a Student D admitted, *"Susah kalau disuruh bikin kalimat sendiri dari awal, apalagi harus pakai rumus yang benar dan kosakata yang pas."*

### ***The Impact of Games on Fostering Speaking Bravery***

Games proved to be an effective strategy for increasing participation, though for different reasons. Student A felt braver to speak during games because their focus shifted from the fear of making mistakes to the desire to answer. This was confirmed by an interview with a Student A, who said, *"Lumayan berani sih. Soalnya, kalau lagi main, kita nggak terlalu fokus mikirin salah, yang penting bisa jawab."* However, Student D showed that the type of game greatly influenced their comfort level. They were highly motivated by the "word-chain game" because the teacher provided the starting sentence, which reduced the pressure of beginning a sentence from zero. This was supported by an interview with a student D, who stated, *"Saya merasa lebih enjoy karena tidak terlalu mikir rumus yang rumit. Gurunya sudah memberikan starting sentence-nya, jadi saya tinggal melanjutkan saja."*

### ***Student Suggestions for Improving Methods***

The students' suggestions reinforced these findings. Student A explicitly asked for their teacher to incorporate role-play and dialogue, similar to the methods of Teachers B and C, to make speaking practice easier. Conversely, the students of Teachers B and C had no suggestions for changes because they already felt comfortable and motivated by the existing methods; in fact, they even asked for more role-play and longer dialogues. This was supported by an interview with a student of Teacher A, who suggested, *"Saya bakal minta gurunya coba pakai dialog atau teks yang ada percakapannya... Kayaknya kalau digabung sama yang guru saya ajarin (WH-questions), itu bakal lebih asik dan lebih gampang buat kita ngomong."* Meanwhile, Student C stated, *"Saya sih nggak mau ubah apa-apa, soalnya udah enak banget. Tapi mungkin bisa lebih sering lagi main peran. Atau dia kasih dialog yang lebih panjang sedikit, biar kita makin terbiasa."*

## Discussion

### *The Type and Implementation of Elicitation Strategies*

While the teachers in this study were unfamiliar with the term "elicitation," their classroom practices were a testament to its intuitive application. This phenomenon aligns with established theoretical frameworks, demonstrating a natural, albeit unconscious, mastery of a core pedagogical skill. The four teachers, despite their differing approaches, all relied on WH-questions as a foundational tool, a finding that both supports and contrasts with prior research.

On one hand, the reliance on WH-questions echoes the work of Doff Adrian (1988), who highlighted the critical role of question-based elicitation in generating complete and meaningful responses. This fundamental technique is also a cornerstone of communicative language teaching, where questions are used to shift the focus from a teacher-centered monologue to a student-centered dialogue, as noted by Achdiyah (2016). The teachers' intuitive use of this technique confirms its status as a highly effective and universally reliable method for promoting oral participation.

However, the findings also offer a nuanced contrast. The teachers' use of different media and variations such as Teacher A's use of games or Teacher B's use of role-play goes beyond the simple application of WH-questions. This approach reflects the ideas of Nurdini (2018) and Zenkov et al. (2012), who argued that integrating visual and interactive media can make elicitation more effective. For example, Teacher B's use of role-play supported the notion that contextualizing language in real-life scenarios enhances student engagement and understanding. This aligns with the work of Heidari-paneh (2023), who emphasized the importance of using photos and other media to connect classroom learning with real-life situations.

The variations in strategy also highlight a key distinction that the teachers, perhaps unconsciously, were making. The Grade X teachers' focus on comfort and participation through games and role-play aligns with Dewi et al. (2016), who argued that providing a supportive environment can foster student interest and confidence in speaking.

In contrast, the Grade XI teachers' more challenging strategies, which prioritized higher-order thinking and accuracy, reflect the principles of more advanced pedagogical theories. Teacher D's use of inferential questions, for example, goes beyond basic recall and encourages a deeper application of grammar concepts, as recommended by Mubaslat (2012), who suggested that teaching be tailored to the individual needs and interests of students.

Although Teacher D was successful in using inferential questions, the observation data showed that this technique was sometimes difficult for students. This was consistent with Alsubaie's (2015) conclusion that not all referential questions were effective in generating sufficient interaction. Teacher D himself had to use games and positive feedback to handle student difficulties, which showed that this technique required more support than direct questions.

While inferential questions were ideal for triggering critical thinking, the observation data showed that these questions were sometimes difficult for students and could hinder spontaneous responses. This contrasted with the assumption that all open-ended questions always led to adequate interaction, as also highlighted by Alsubaie (2015). This finding suggested that overly complex question types could be counterproductive, especially if students' language proficiency was low, a factor also identified by Halim & Halim (2019) as a barrier to elicitation.

### ***Impact on Elicitation Strategies***

The research findings on student perceptions of teachers' use of WH-questions and supporting strategies offered valuable insights. The data not only confirmed existing theories but also presented an interesting contrast, showing how practical classroom context influenced the effectiveness of elicitation strategies.

One of the most significant findings was the role of visual media in reducing student anxiety and boosting participation. This directly supported prior research by Zenkov et al. (2012) and Nurdini (2018), who emphasized that visuals helped students visualize ideas and provided cues that made it easier to respond. Student statements that the visuals helped them to "*punya bayangan mau jawab apa*" and reduced tension were clear evidence of this theory. Pictures and videos functioned as a cognitive bridge, helping students overcome the mental block that often occurred when they had to generate an idea from scratch.

Furthermore, the finding that role-play and dialogues made students feel more comfortable and motivated also aligned with existing theories. Research by Fromme (via Tese, 2012) and Dewi et al. (2016) showed that games and a supportive environment could foster student interest and confidence in speaking. Student statements that they felt like they were "*ngobrol beneran*" and "*lebih enjoy*" underscored the importance of creating an authentic and relaxed communicative context. This also confirmed Mubaslat's (via Tese, 2012) argument that teaching should be tailored to student interests to increase motivation.

Although WH-questions were generally considered effective, student perceptions revealed a crucial contrast. Elicitation theory, as suggested by Doff Adrian (1988), often stressed the use of open-ended questions (e.g., why and how) to stimulate complete responses and critical thinking. However, this study's findings showed that these types of questions could backfire if not supported by the right strategies.

Students A and D felt burdened by complex questions because they had to "*mikir ide, terus cari kata-kata bahasa Inggrisnya*" without adequate context. This was a sharp contrast to the theory that saw why and how questions as universal tools for higher-order thinking. The findings highlighted that the effectiveness of such questions was highly dependent on the contextual support provided by the teacher, such as visuals or dialogues. Without this support, questions that were meant to stimulate instead became an obstacle that caused students to "blank."

Additionally, Toni's (2021) research highlighted the importance of dialogues in mimicking authentic communication. This study's findings reinforced that, but with a different nuance. Student A actually suggested that their teacher should use dialogues and role-play, similar to Teachers B to make practice easier. This demonstrated that even when a teacher had a good intention

#### 4. CONCLUSION

The study's findings revealed a clear and compelling link between teachers' intuitive use of elicitation and students' perceptions of its effectiveness. While the teachers may not have been familiar with the academic term, they naturally employed WH-questions as a foundational strategy. This approach proved highly successful when supported by visual media, dialogues, and games, which reduced students' anxiety and motivated them to speak.

The key takeaway was that the success of an elicitation strategy was not solely determined by the questions themselves, but by the context and support provided. Questions intended to encourage higher-order thinking, such as 'why' and 'how', could become a burden

for students if asked without the aid of visual or contextual clues. This highlighted a critical insight: effective teaching involved a dynamic and intuitive ability to adapt core strategies to fit students' unique needs and cognitive levels, ensuring they felt supported, not just challenged.

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