TEACHERS' ELICITATION QUESTION IN ENGLISH CLASS AT MAN SIDOARJO

THESIS

Submitted in partial fulfillment of the requirement for the degree of

SarjanaPendidikan (S.Pd.) in English Teaching

By

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ADVISOR APPROVAL SHEET

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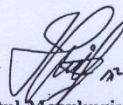
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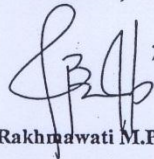
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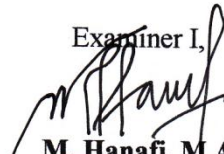
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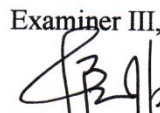
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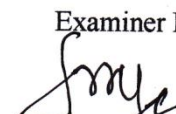
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ABSTRACT

Achadiyah, Rachmawati (2016), *Teachers' Elicitation Question in English Class at MAN Sidoarjo*. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisors: Rakhmawati M.Pd, Hikmatul Maskuriyah M.Pd.

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Elicitation question is English teachers' way to start the teaching learning process. Giving appropriate elicitation question can attract the students' participation in joining teaching learning process. It also gives students more chances to know the topic learning with their own understanding from teachers' elicitation question. The purpose of this research is to look for what types of elicitation question used and the English teachers' way to use the elicitation question by eleventh grade teachers at MAN Sidoarjo. This research uses a qualitative approach and case study as the research design. Moreover, the instruments of the research are observational fieldnotes, interview guideline, and English teachers' lesson plan. Elicitation question has known and used English teachers at MAN Sidoarjo, it can be seen from the results of five observations in five different eleventh grade classes, the interview section with Eight English teachers and three English teachers lesson plan. There are five elicitation question types and the use found in this research. They are elicitation question combined with pictures or photos, elicitation question combined with game, elicitation question combined with dialogue, elicitation question combined with text and elicitation question combined with nonverbal language. There are four ways to use the elicitation question combined with pictures or photos. They are: deciding and taking the appropriate pictures, showing them pictures or photos while eliciting the students through dialogue and non-verbal language, asking students to think and analyze the pictures or photos, confirming the truth. In addition there are three English teachers' way to use second type, they are deciding the appropriate game with the topic learning and eliciting student through asking question about the lesson. Similar with the previous type, elicitation question combined with dialogue has two ways to use there are deciding the topic lesson and building the dialogue. There are three ways to use the third type, they are deciding the appropriate text, asking students to think and analyze and confirming the kind of text. As well as elicitation question combined with nonverbal language also has two ways in its using they are giving the appropriate non-verbal language based on teachers' instruction and explanation and confirming the teachers' expectation to the students.

ABSTRAK

Achadiyah, Rachmawati (2016), *Teachers' Elicitation Question in English Class at MAN Sidoarjo.* English Teacher Education Department, Faculty of Education and Teacher Training, Sunan Ampel State University. Pembimbing; Rakhmawati M.Pd, Hikmatul Maskuriyah M.Pd.

Kata Kunci : Elicitation, Teachers' Elicitation, Elicitation Question

Elicitation question adalah cara guru untuk memulai pembelajaran. Memberikan elicitation question yang sesuai dapat menarik partisipasi siswa dalam mengikuti proses pembelajaran. Elisitasi juga memberikan kesempatan lebih untuk mengetahui topik pembelajaran melalui pengetian mereka sendiri dari elisitasi pertanyaan guru. Tujuan dari penelitian ini adalah untuk mencari tipe tipe elisitasi pertanyaan yang digunakan oleh guru bahasa Inggris dan cara guru untu menggunakannya. Penelitian ini menggunakan pendekatan kualitatif dan casestudy sebagai design. Pengumpulan data yang digunakan menggunakan observasi, wawancara dan dokumen. Maka dari itu instrument yang digunakan adalah observasi lapangan, wawancan ditemukan terstruktur dan RPP guru bahasa Inggris. Tipe pertama ditemukan pada observasi ketiga, diketahui oleh enam guru , dan ditemukan disemua RPP. Tipe kedua tidak ditemukan di observasi dan RPP, namun diketahui oleh dua guru pada wawancara. Tipe ketiga ditemukan di semua observasi,wawancara dan RPP. Tipe keempat ditemukan pada observasi kedua, diketahui enam guru pada wawancara. namun, tidakditemukan di RPP. Tipe kelima ditemukan di semua observasi namun, tidak ditemukan pada wawancara dan RPP. Ada empat cara menggunakan tipe pertama yaitu menentukan poto yang sesuai, menampilkannya sambil menyisipkan elisitasi, meminta siswauntuk menganalisis poto dan mengkonfirmasi kebenaran. Ada tiga cara untuk menngunakan tipe kedua yaitu menetukan game yang sesuai, memberikan mengelisitasi dengan dialog. Cara menggunakan tipe ketiga adalah menentukan topic pembelajaran dan membangun dialog yang sesuai. Ada tiga cara menggunakan tipe keempat yaitu menetukan teks yang sesuai, meminta siswa untuk analisis jenis teks dan menyisipkan elisitasi lalu menkongfirmasi kebenaran. Tipe kelima yaitu memberikabn non-verbal language yang sesuai dengan instruksi dan penjelasan lalu mengkonfirmasi apa yang diinginkan guru.

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CHAPTER I

INTRODUCTION

This chapter consists of related issues of topic, some reasons of the chosen topic, research question, the purpose of the study, the significance of study, the scope and   limitation of study and the definition of key terms.

A. Background of The Study

Teachers are necessary to understand how the dynamics of classroom communication influence the students' perceptions and participation in classroom activities, and then it may enable them to monitor and adjust the patterns of classroom communication in order to create an environment that is conducive to both classes learning and second language acquisition. Classroom is regarded as a unique communication context. The patterns of classroom ultimately determine students' participations in classroom activities by using the language, and the opportunities and efficiency of the target language acquisition. One of the key language teaching methods is to use elicitations question as a learning tool to promote classroom interaction. Questions are easy to trigger thinking, ignite inquiry, and establish dialogic relationships. However, it is important to know that not all questions achieve these.

Elicitation involves teaching with skill and patience. It invites students to participate in learning process, being always ready to think hard and making students acquire the step by step of the scientific approach to definitional

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meaning. Teachers should have good preparation to communicate to their students. This good preparation becomes a very importance and is the requirement for the elicitation method of teaching. From these reasons, the researcher was interested to look for types of elicitations and the ways how to elicit students in teaching learning process.

Kearsley stated that Elicitation is teachers' techniques which have purpose to make students more active. Elicitations help students to be more active, increase student's talk time, maintain student's attention, draw on student's already know, provide opportunity for students to participate and motivate students to learn.[1] According to Thuy, he proposed four types of elicitation question. They are elicitation question combined with pictures or photo, elicitation question combined with game, elicitation question combined with text or dialogue and elicitation questions combined with non-verbal language.

Giving elicitation questions plays an important role in teachers' talk which was considered to have a potential effect on learner's comprehension, and which has been hypothesized to be important for students' language acquisition (SLA).[2] Certain skills are involved in the elicitation process. Teachers have their own perspective to choose which types of elicitation that they will use. As one may deduce, giving elicitation questions is one of the most popular modes of teaching. Giving elicitation question is a common and

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[1] Kearsley. G.P, "Questions and Asking Question in Verbal Discourse": A Cross Disciplinary-review. *Journal of Psycholinguistic Research* Vol. 5 No.3, 2010, 2
[2] Ruth Wajnaryb, *Classroom Observation Task: A Resource Book for Language Teachers and Trainers*. (Cambridge: Cambridge University Press, 1992), 45.

traditional teaching method. Almost all the teachers ask questions in class every day.

According to Kindvatter, "Giving elicitation question is a common technique that used in English language teaching. The goal is to check whether the students understand what they have been taught or not, to enhance students' involvement and promote students' creative thinking in classroom interaction."[3] Elicitation question has been considered as one of the most essential and important techniques during instructional processes. Giving question takes up most of teacher talk and it has improved to have a great influence on classroom interaction. Question has always been the most common phenomenon observed in classroom, as well as one of the most frequently adopted devices favored by most of the teachers.

Giving elicitation is the main part of classroom teaching, and is one of teaching methods to get the aim of classroom teaching.[4] Teacher wants to get students' response and the first step is to answer the questions. Through consistent dialog and regularly communication, the teachers are probably able to get students answer from what teachers want. Moreover, teachers are probably able to evaluate the students' knowledge and their understanding of subject matter. Giving elicitations is an appropriate method to measure initial

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[3] Kindvatter, R.W., Willen and M.Ishler. *Dynamics of Effective Teaching. (New York:* Longman Press, 1988), 36.

[4] Brock, C.A. *The Effects of Referential Questions on ESL Classroom Discourse*. (Cambridge: Cambridge University Press,1986), 101.

student thinking and planning the follow up lessons because of this Elicitation Questions are also considered as pre-assessment tool for the teacher.

MAN Sidoarjo is kind of Islamic school which stands beneath religion department (Depag) . It was be as a consideration for the researcher to conduct the research. The researcher considered that conducting research at MAN Sidoarjo, which has the same department with the researcher university made the researcher easier to allow conducting the research. Another reason why the researcher chose MAN Sidoarjo was the researcher's curiosity of students' academic achievements. The students got some achievements whether in language subject or others lesson subjects. It was be related with teachers' style in classroom communication and activities. How the English teachers' way to invite and to ensure the students that the language learning was pleasure.. Elicitation question was considered as teachers' stimulus to attract students joining teaching learning. The teachers' stimulus had important role for this case, therefore the researcher chose MAN Sidoarjo as research location.

The reason of title is also consider to the some preliminary researches of similar object. First research entitled "*Elicitation Technique used by teacher to encourage Student's talk the case of English teacher at SMAN 3 Semarang.*" This thesis discusses about the elicitation techniques that teacher used and purpose to encourage students talk. Then the researcher focused on same subject but different focus. The same subject is teachers, the previous study focused on how elicitations help teachers to encourage student's talk

while the present research focuses on types and ways to do the elicitations specifically elicitation question.

The second previous study concerned how the English teachers' in giving elicitation question. The other research which deal with elicitation is " *The English teachers' skill in giving elicitation question in Classroom at SMA Pembangunan Laboratorium UNP*" this research discussed about the effectiveness of elicitations given to the students and analyzed the influence given of some types elicitations. While the researcher focused on teacher's elicitation question. It is viewed of the varieties of elicitation question types, how English teachers do and how English teachers use elicitation it in classroom.

From these reason above, the researcher decides the title of this research "Teachers' Elicitation Question in English Class at MAN Sidoarjo "

A subjective perception as a researcher, classroom interaction and instructional conversations often include teacher elicitations. Which elicitation question is effective, when elicitation question is effective; generate more information, increased participation, and greater attention from students. English teachers could not adjust types of elicitation questions, which were used, and how to elicit students with each of types. The researcher's point of view for this case is elicitations can contribute a lot of interaction form at class. Furthermore, the natural and good conversation can support teachers to help understanding student's needs.

The focus study is looking for the types of teachers' elicitation questions and how do the English teachers' way to use elicitation question in English teaching learning. While the previous study mostly talking about the influence of elicitation to the students in teaching-learning process, how the elicitations increase student's talk in classroom. There are many kinds of elicitations while the researcher focuses on elicitation question. The research method that used by the researcher is qualitative. The researcher explains the theories, the data, the finding descriptively while the others research frequently used quantitative as their methodology research.

Considering the researcher's perspective of elicitation question, the problem statements of this research are first, looking for types of elicitation question used by English teachers at MAN Sidoarjo. Second, analyzing how English teachers' way to use elicitation question.

B. Research Questions

From these explanations of problem statement, the research question can be formulated as follow.

1. What are the types of elicitation question used by English teacher at MAN Sidoarjo?

2. How do the English teachers' way to use the types of elicitation question in MAN Sidoarjo?

C. Objectives of the Study

There are two purposes of this research

1. To look for the types of elicitation questions used by English teachers of English teaching-learning process English class at MAN Sidoarjo.

2. To know about how the English teacher use types of elicitation question.

D. Significance of the Study

The researcher expects that this study is very useful for the whole teacher either in MAN SIDOARJO and teachers in others school. This result and the finding of the research hopefully can be used and give benefits for them. It can give knowledge for others college students who will be an English teacher.

1. To the teacher in MAN Sidoarjo and English teachers

   The result of this study can be used to practice and use to the teaching-learning process. Teachers will know and get additional information about elicitation question. They will also know how the English teachers' way to use elicitation question with it's of types.

2. To the English teacher candidates

   The result of this study can be used for college students, especially English education department students. They can use this result of study as a preparation to be an English teacher after they graduate. They have to be ready to face the real problem in English classroom. By knowing the result of this thesis, they probably can be helped their problem and give them the solutions specifically for eliciting their students.

E. Scope and Limitation of the Study

The scope of this study is about teacher's elicitation question. it looks for types of elicitation question and analyzes the English teacher's way to use it. Types and English teachers' way to use elicitation question are the scope of this research. The types that are scope of the research are elicitation question with four combinations; they are elicitation question combined with pictures, elicitation question combine with game, elicitation question combine with dialogue and elicitation question with nonverbal language. This research has done in English Class with English teacher, due to the scope is only with the English teachers. This study conducted at state Islamic senior high school MAN Sidoarjo. The researcher collected the data from English teacher's second grade classes of MAN Sidoarjo in first academic year 2015-2016. The teachers who teach five classes are observed in this study. They are XI social 2, XI Science 4, XI science 7, XI Social 3, and XI science 1. These five classes with English teachers were decided by the vice headmaster in curriculum of MAN Sidoarjo. The limitation of this research is tenth grade and twelfth grade classes at MAN Sidoarjo.

F. Definition of Key Terms

1. Elicitation : Elicitation is the process of drawing out something, of showing a response. [5] In this research, elicitation means

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[5] Rick Rosenberg " Tools for Activating Materials and Tasks in the English Language Classrooms*" English Teaching Forum*. No.42009, 2009,1

a chance for students to show their ideas, minds, and arguments by teacher's provoking.

2. Teacher's Elicitation **:** Teacher elicitation is as an essential type of classroom discourse because it invites students' participation in a learning community and promotes their cognitive development.[6] In addition, Teacher's elicitation is an important part of teacher-student interaction, which teachers have a role as a stimulus given to students.

3. Elicitation Question **:** Request for information reflecting to speakers' information needs, state of knowledge and intentions when people engage in dialogue seeking information.[7] In other words, elicitation question is a teachers' stimulus to attract students participate in the beginning teaching learning process.

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[6] Nathan, M.J & Kim.S. "Regulation of Teacher Elicitation and The Impact on Student Participation and Cognition". *Journal Of University Wisconsin-Madison.*Proquest Publication: August,2007, 14

[7] Wu, Mei-Mei, Ying-Hsang " Intermediary's information Seekings, Inquiry minds, and Elicitations Style." *Journal of the American For Information science and Technology*. Proquest Publication Vol.54 No.13 October 2003, 4

CHAPTER II

REVIEW OF RELATED LITERATURE

In Chapter II there are some related literatures of the chosen topic. The definition of elicitation question, types of elicitation question, and teacher's elicitation, and the English teachers' way to use elicitation question. The difference between the previous research and the present research also explained.

A. Theoretical Framework

1. Elicitation

Elicitation is believed as a device or a unit or sub unit for giving the teacher an initial idea of students thinking.[1] It can be defined that elicitation is an entrance of teachers to get student's respond and thinking of something they got. Elicitation is verbal communication of human being, elicitation is short of having the whole process being knowledge acquisition, it is part of human communication that is obtain of getting information.[2]

From these definitions about elicitation in term of education means, a teachers' stimulus to students to attack them being active in teaching-learning process.

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[1] Wu, Mei-Mei, Ying-Hsang " Intermediary's Information Seekings, Inquiry minds, and Elicitations Style." *Journal of the American For Information science and Technology*. *Proquest Publication* Vol.54 no.13 October 2003, 7

[2] Mauren Firlejj - Dave Hellens. *Elicitations Knowledge a Practical Handbook*. (UK: Pretince Hall, 2000), 3

2. Teacher's Elicitation

Mehan, offered the most influential categorization system for teacher elicitations. In order to increase cognitive complexity, they are: *Choice Elicitation, Product Elicitation, Process Elicitation, Metaprocess elicitation.*[3] *Choice Elicitation* asks students to agree or disagree with what the teacher said in the previous turn and merely depends on students' recognition of correct information or guessing. Product Elicitation invites students to provide factual knowledge, such as name or place, which they must generate from long-term memory. *Process Elicitation* asks students to provide opinions or interpretations. *Metaphor elicitation* asks students to connect their responses with the Intensions of a teacher's elicitation by providing examples and justification supporting their reasoning.

Higher order question generally challenge the student to provide additional information and engage in deeper understanding and reflection, and ultimately promote their conceptual development. Verplatse claimed that when students succeed in acknowledging Choice Elicitation or recalling Product Elicitation knowledge at the factual level, teachers often move to a higher level of questioning,[4] like a metaprocess elicitation (example: How do you know that?) with this theory, teachers have potential to expand more the interaction of teachers-students and explore more students thought.

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[3] Mehan H. *Learning Lessons* and *Social Organization in Classroom.* (Cambridge, MA: Harvard University 1979), 89.

[4] Verplaetse, L. S - K. Hall (Eds.), *Second and Foreign Language Learning through Classroom Interaction:* Portrait of A Dialogic Teacher *(*New York: Mahwah Erlbaum, 2008), 109

3. The Types of Elicitation question

Elicitation questions is a common strategic used by teacher to invite student's participation. Suherdi stated that elicitation can be applied in any lessons and mainly done by asking questions.[5] It means elicitation question is the leading technique to elicit ideas and response from the students. Moreover, Doff which was cited by Suherdi and cited by Delvia in her research argued that elicitation question is the most important means of teacher to manage the class, to engage students with the content, to encourage participation and increase understanding.[6] He stated that elicitation question is considered as an art of science with some rules teacher should take into account including the various types and appropriate quantity of questions which should be raised.

a. Elicitation questions combined with pictures or photos

Picture is an interesting media use in classroom. By using pictures from textbook or supplementary source, teacher can motivate students to participate by catching their attention. By pictures teacher can set student's thinking of what they see, why it happened, how they feel when it happened to them.[7]

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[5] Didi Suherdi, Bachelor Degree thesis: " The Practice of Eliciting Techniques in EFL Classroom Interaction . A Descriptive Study of Techniques at SMAN 10 Bandung. (Bandung:Univesitas pendidikan Indonesia, 2013), 23.

[6] Sasmita, Delvita, Bachelor degree thesis: "The English Teachers' Skill in Giving Elicitation Question at SMA Laboratorium Padang. (Padang: State University of Padang, 2012), 26

[7] Didi Suherdi, Bachelor Degree Thesis " The Practice of Eliciting Techniques in EFL Classroom Interaction , A Descriptive Study of techniques at SMAN 10 Bandung. (Bandung:Universitas Pendidikan Indonesia, 2013), 25.

Teachers may provide a picture related to the topic lessons, Teachers may elicit by showing the pictures first then ask students with various questions. Pictures or photos are seemed relevant to students, they motivated by the fact that these images represented some of the issues that also concerned. Analyzing photos or images help students to recognize that photos leave good interpretation. The photos or images interpretation and elicitation activity also provided student's ways to their ideas that they had not discovered yet.[8] Meo added, that photos also help to engage participants in conversation and to respond to them without any confused because of the familiarity of taking and talking about photos.[9]

In short, photos or pictures help teachers to develop student's ideas, mind and thinking that teachers elicit. Photos or images help students easily to identify what teachers want.

b. Elicitation questions combined with game

Games are entertaining, engaging, and challenging activities for students in language learning. Games give students having great chance to play and interact with others students. [10] Games are chosen

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[8] Kristen Zenkov, etl "Seeing how to ask first: Photo Elicitations Motivates English Language Learners to Write". http://amle.org/com, accessed on July 7, 2015.

[9] Dr.Analia Ines Meo, " Picturing Student's Habitus: The Advantages and Limitations of photo elicitation interviewing in Qualitative study at Buenoz aires".*International Journal of Qualitative Methods. Institute of Education,* University of London,and Consejo Nacional de Investigaciones Científicas y Técnicas: Argentina, 2010, 18

[10] Andrew Wright,etl. *Games For Language Learning* Cambridge. (Cambridge: Handbooks for Language Teachers, 2006), 12

because of some reasons: they are *language learning is hard work*, games help teacher to attract students interested in with learning process. *Games are experiencing language*, it means that students will remember easier the ways how to solve language problem if they face obstacles in language learning rather than study it. *Games are repeated language items*, some games asked for student to drill vocabularies, it helps students to learn how to speak accurately rather than drill students without games.

Quinn confirmed that games played seriously can make students more focus of what they play and take responsibility to end the game. They more willing to corporate and follow the games scenario which can create unpredictable situation at language learning. It makes them more active participating and discovering their new ideas information and solutions to overcome problem that may faced in situation. [11] By those reasons teacher are helped to make English language are useful and meaningful for students.

c. Elicitation question combined with dialogue and text

Teacher can use several of text and dialogues to elicit. Teacher can get text and dialogue from many resources. In addition teachers have to select appropriately which text and dialogue will be used for eliciting students.

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[11] Quinn, Clark - Lisa Neal. "Serious Games for Serious Topics" eLearn Magazine. (http:www.elearnmag.org/opinionandarticle, accessed on November 1, 2015)

Text commonly found in student's textbooks, teachers rottenly take text from it. Eventhough, English teachers also take text from others resource such as; internet, magazine and newspaper. Text that derived from students textbook is mostly used. English teachers should attend some criteria in eliciting students with text. Richard provided some criteria in choosing textbook for students, they were four criteria; First, match the text with the aims and objectives of the language learning program. Second, text that teachers give should equip students to use language effectively for certain purposes. Third, textbook must facilitate student's need as learners. Fourth, textbook should have clear role as media supporting.

In addition, dialogue also use in eliciting for students. The research carried out by Black suggested that there is a need for teachers to focus more closely on classroom dialogue and to develop classroom strategies that encourage students to think and talk about their learning.[12] Dialogue that can help English teachers in language learning stated by Bewley and Smardon in their research findings was dialogue can be a stimulus when the teacher consciously talks less and the focus is on learning. Students need to understand what effective dialogue is, how to develop it and that the purpose is thinking and learning oriented. Dialogue can be reflective and focused when

[12] Black, P. - Wiliam, D. Inside the Black Box: *Raising Standards through Classroom Assessment* (London: Kings College, School of Education, 1998), 18

students can clarify, negotiate, discuss and evaluate their ideas. Through dialogue students should believe they can plan, monitor, redirect and evaluate their learning. [13] In this case simply text and short dialogue are appropriate to elicit.

Text and dialogues plays important role in providing students with illustrative language samples due to the reason text or dialogue can be partner to elicit students. Teachers may provide text and dialogue from authentic materials and others resource. Teachers may develop the learning styles by asking students to find the topic of dialogue, what information in dialogue they can find. Texts and dialogues belong to materials in language learning, materials which can tap into student's needs, interest, and aims. [14]

d. Elicitation questions combined with non-verbal language

One of attractive language way in communicating is by using non verbal language because non-verbal languages such as body language, facial expression, can convey a message about how speaker think and feel.[15] Hence these stated that non-verbal language such as miming,

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[13] Sue Bewley- Diana Smardon, "How can dialogue create opportunity for students to think and express their ideas?" (*Paper presented at the British Educational Research Association Annual Conference,* Institute of Education, University of London, 5-8 September 2007), 10.

[14] Rick Rosenberg, "Tools for Activating Materials and Tasks in the English Language Classroom." *Teaching English Forum.* Vol.1 No. 4, 2009, 3

[15] Sasmita, Delvita, Bachelor degree thesis: "The English teachers' skill in Giving Elicitation Question at SMA Laboratorium Padang. (Padang: State University of Padang, 2013), 13.

gestures, facial expression and body language can be alternated to make students active in the classroom.

For instance, the hand movement can be used for elicitation to command students to keep silent when they do the assignment, to command students make a group discussion. From several functions and purposes above, it can be concluded that eliciting techniques plays the role as an effective way that can be used by teachers to stimulate students' participation in class. In short, the main purpose of eliciting techniques is to get student's response.

4. The teachers' way to use elicitation question

Giving elicitation question to the students is one part of classroom interactions; elicitation questioning process has its potential to stimulate students' interaction, thinking and learning.[16] The use of elicitation question can change the way of teacher monologue and involve students to be active in classroom interaction, and help students to develop their language competence.

a. Photo Elicitation

Teachers can use pictures or photos to elicit students. Using pictures or photos have to consider what teacher's elicit to the topic learning. There are important because appropriate and interesting pictures or

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[16] Lier, LX. "Analyzing Interaction in Second Language Classroom." *English Language Teaching Journal*, Vol 38, No 3. 2012, 44

photos will be attracting students to begin following language learning process. [17]

Students' mind will illustrate what pictures or photos mean. Due to by eliciting students with pictures or images they will be easy to catch and brainstorm the topic learning before teachers really begin the language learning process.

The photograph provided must open student's interpretation related with the recently phenomena in daily life. By this relation, pictures can give students a great representing illustration into topic learning and also create their own works after analyzing the photograph. [18] It can be concluded that pictures or photos relating with the topic and appropriate with student's need with teacher's elicitation can be as good eliciting ways for English teachers.

b. Games Elicitation

Mubaslat argued using games at class must be combined with all students' need and interest. It has to consider with the syllabus, the book the language programmed. Langran and Purcel arguments which cited by Mubaslat, that games has to give students bigger role to participate in

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[17] Chicola, N.A & Smith B.J "Integrating visual arts into instruction". *International Journal of learning* . vol 5, 43

[18] Kristen Zenkov, etl "Seeing how to ask first: photo elicitations motivates English language learners to write" (http://amle.org/com, accessed on July 7, 2015)

language learning and give students' responsibility and increase students'

confidence level. [19]

In addition the games activities must promote student's confidence,

learning satisfaction between teachers and students. [20]In other words

teachers also take the benefits from the activities relating with the

language learning aims. Fromme added that games can attract students'

participation, teachers have to create relaxed atmosphere in order to the

students remember of subject matter faster and better.[21]

Teachers must determine and choose the appropriate game types to

elicit students. Students' learning style also should be as a consideration.

English teachers have to create games that minimize competition with

winners and losers and create games that maximize challenging. Games

should not spend time and still remind students that the games provided

is not main of language learning that they must finish. It is only the

beginning of language learning to help them introduce and understand

about what they will learn.

c. Dialogue Elicitation and Text Elicitation

"Teacher may also consider using dialogue and text to guide
students to respond to the language use and context of use presented
in those dialogues and text. Dialogue and authentic text can be

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[19] Mania Moayad Musbalat, " The Effect of using educational Games on the students' achievement
in English language. (http:// highered.mheducation.com, accessed on November,1 2015)
[20] Mania Moayad Musbalat, " The Effect of using educational Games on the students' achievement
in English language………7
[21] Mania Moayad Musbalat, " The Effect of using educational Games on the students'
achievement in English language………11

bridge as gap between students' knowledge and students' capacities to participate in the real world events."[22]

It can be inferred that English teachers may utilize dialogue and text to be as part of teaching learning process. Therefore as facilitator the English teacher must consider of what dialogue and text that will give to students.

d.   Non Verbal Elicitation

Teaching process cannot avoid utilizing non verbal language in language learning process even in rare frequently, teacher will use non verbal language to prevent "teacher's talk dominate" at class because non verbal language provides visual support that helps learners to understand what is being said. [23]

Moreover non verbal language can help teacher for eliciting students. It means if the elicitation questions cannot be understood, English teachers may use this alternative. Students with low level class could not catch directly and understand what teacher means. By using non verbal language such as gestures and facial expressions can be as combination eliciting students in giving instruction and explanation.

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[22] Sasmita, Delvita, Bachelor Degree Thesis: "The English Teachers' Skill in Giving Elicitation Question at SMA Laboratorium Padang "(Padang: State University of Padang, 2013), 12

[23] Jim Scrivener, *Classroom Management Techniques*. (Cambridge: Cambridge University Press, 2012), 102.

B. Review of Previous Study

Teacher's elicitation question is being interested topic for some people who decided to conduct it as a research. While each of researchers has their own style to write their ideas, to collect the data, to generate their findings and to draw the conclusion, as far away, the researcher finds five researches' related to the topic, it derived from thesis and education journals.

The first previous 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.[24]

The second study comes from Tlarina with her Bachelor Degree Thesis *Elicitation Technique Used by English teacher to Encourage Student's talk, the case study at SMAN 3 Semaran..* 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 language 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 student's talk is a valuable thing for teacher to know the level of understanding about the lessons. Student's talk that she meant are questioning, answering, confirming, and presenting the lesson that the teacher delivered. The difference between previous study and the present study are elaborated as follows 1) The focus study: the previous study was trying to find the effectiveness of eliciting students to encourage student's talk while the researcher is trying to find types of teacher's elicitation used and how English teachers do that. 2) The technique: the

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[24] Sasmita, Delvita, Bachelor degree thesis: "The English teachers' skill in giving elicitation question at SMA Laboratorium Padang" (Padang; State University of Padang, 2013)

technique of the previous research was using Quantitative while the researcher uses qualitative.[25]

The third study which belongs to Ma, in her research entitled *The Skill of Teacher's Questioning in English Class: International Education Studies.* The author discussed about the skills of questioning and the benefits of questioning at class, with some examples on the base of analyzing some basic knowledge of question. The findings of this research is as contribution to the English teachers, in this journal Ma tried to help teacher in giving question carefully by considering the specific situations, developing feasible and rationale question. She purposed to help teachers for finding the needs of educational country. The difference between the previous research and the present research are elaborated as follows 1) the focus study: the previous study focused on teacher skills for questioning by considering specific situations while the researcher analyzed elicitation question in education situation while the researcher focused on two discussions they are types of elicitation and English teacher's way to do it. 2) the technique: Survey designs was used in this research, she has done the survey about how teacher's ability for questioning to the students while the researcher uses Descriptive Qualitative in this research.[26]

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[25] Yuli Tlarina. Bachelor Degree Thesis " Elicitation Technique Used by English teacher to Encourage Student's Talk, The case study at SMAN 3 Semarang".(Semarang: Universitas Negeri Semarang, 2008)

[26] Xiayoan Ma" The Skill of Teacher's Questioning in English Class". *International Education Studies. Canadian Journal* Vol. 1 No.4, November 2008.

The fourth research was finished by Mei Mei W and Liu, with the title *Intermediary's Information Seeking, Inquiry minds, and Elicitation Style*. In this research, they identified the three types of inquiry minds during the search interviewing by looking to the conversational process. Deal with elicitation, the finding of this research is detected that empirical studies of user intermediary interaction is that elicitation regarding user's information problem are relatively low. It proved by their regularly observation and counted to be quantitative formula. The methodology of this research is quantitative. The difference the previous study and the present study are elaborated as follows: 1) the focus study: the previous research identified how elicitations style are used in Inquiry minds. They analysis how elicitations styles influenced to Inquiry minds while the researcher focuses the varieties of elicitations and seeks the ways of teacher's elicitation question. 2) the technique: they considered that Quantitative is the appropriate methodology to collect and analysis the data.[27]

The fifth study belongs to Guo and Mangsheng entitled *Elicitation Pedagogy: a method of second language teaching in China.*Guo and Mangsheng found that the elicitation methods overcomes a problems of student's passiveness by placing students in a activeness, motivating atmosphere of achieving communicative competence and a

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[27] Wu Mei-Mei, Ying-Hsang "Intermediary's Information Seeking, Inquiry minds and Elicitation style." *Journal of the American for Information science and technology*. Proquest Publication vol.54 no.13, October 2003.

firm understanding of the dynamics of discourse in speaking and listening to the English language. They chose descriptive qualitative as their methodology. They explained detail about each of elicitations to the student's response and impacts.

The difference between the previous study and the present study are elaborated as follows: 1) the focus study: they considered that elicitation was a problem solver which was faced in china education, in this research they proposed the advantageous of elicitation in class while the researcher doesn't view the elicitation from the advantageous, it will view to the varieties of elicitation education. 2) the technique: the technique of this research was survey design which is conducted in china.[28]

In addition, the differences between five researches about elicitation and the present research are almost the previous research used quantitative as their methods, three researches used quantitative methods as their methodology research, two others used qualitative with same designs, Xiayoan Ma and Guo. They chose survey designs in their research, while the researcher choose case study as design research. The mostly discussed of five researches were the effectiveness of eliciting to the students; how the result of eliciting in student's activeness in

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[28] Guo, Maosheng. " Elicitation Pedagogy: A Method of Second Language Teaching in China" Proquest Publication, Vol.1 no.4, September 23, 2014

language learning process while the researcher analyze the types of elicitations and the ways to use this.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of some principle components of the research methods used in this research. They are an approach and research design, research presence, research location, data and source data, data collection technique, data analysis techniques and research stages.

A. Research Approach and Design

This research belongs to qualitative because of some reasons; *first*, teacher's elicitation question was studying under the real conditions in English teaching learning. *Second*, it represented the perspectives of people in a study, this research presented some English teachers' perspective about elicitation question. *Third*, covered the contextual condition of people life. *Fourth* it might contribute additional concepts and strengthen the previous concepts. *Fifth*, tried to find strong evidence rather than trust only a source.[1] Moreover qualitative method is a research procedure that obtains descriptive data in written or spoken form from the people and their behavior which is being observed.[2] In short, the researcher scrutinized the elicitation question as a qualitative research because of these reasons.

The design of this research is case study research which identified by Creswell. Programs, events, or activities which were including social

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[1] Robert k Yin. *Qualitative Reseach from start to finish*. (New York-London: The Guilford Press, 2001), 15.
[2] Lexy J, Moleong. *Metodologi Penelitian Kualitatif* . (Bandung: PT Remaja Rosdakarya, 2010), 34.

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interactions grounded by *case study*, Creswell also mentioned that *Case study* often studies about a particular issue which will be illustrated. "case" what creswell meant was as an object study. [3]

Considering those arguments about case study, this research belongs to case study which discussed about teacher's elicitation to students. It was also an interaction between teachers and students interaction, in case study design may take of several groups to collect data to get the best illustration of specific data. Moreover, the findings were explained descriptively.

B. Research Presence

In this research, the presence of this researcher is the collector, processor and analyst the data. As the primary actor of this research, the researcher took the prominent role in every step of research stages, such as: the observer in observation section, the interviewer in interview section, and analyst in the processor of the data. Thoroughly, the subjects who are observed by the researcher are English teachers of second-grade at MAN Sidoarjo.

C. Research Location and Subject

MAN Sidoarjo is kind of Islamic school which stands beneath religion department (Depag) . It was be as a consideration for the researcher to conduct the research. The researcher considered that conducting research at MAN Sidoarjo which has the same department with the researcher university made the researcher easier to allow conducting the research.

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[3] John W Creswell. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative Research. Fourth edition*. (London: Pearson,University of Nebraska, 2012), 273.

The another reason why the researcher chose MAN Sidoarjo was the researcher's curiosity of students' academic achievements. The students got some achievements whether in language subject or others lesson subjects. It was surely related with teachers' style in classroom communication and activities. How the English teachers' way to invite and to ensure the students that the language learning was pleasure.. Elicitation question was considered as teachers' stimulus to attract students joining teaching learning. The teachers' stimulus had important role for this case, therefore the researcher chose MAN Sidoarjo as research location.

The researcher took the data from some second grade classes, they were five classes; XI Social 2 ,XI Science 4, XI science 7, XI social 3, XI Science 1 and interviewed eight English teachers who teach second grade. Therefore the subjects of this research are five English teachers who were observed and eight English teachers who were interviewed.

MAN Sidoarjo was located in Jalan belakang Stadion no.2 MAN Sidoarjo is near with others school, such as SMAN 1 Sidoarjo, SMKN 1,2,3 Sidoarjo,MTSn Sidoarjo. The location also easy accessed, to reach this school students are facilitate with public transportation which dropped the students in the bridge than students across the bridge,it saves students from traffic jam and crowded transportation.

The teaching learning process in MAN Sidoarjo is not quite different with other senior high school. It starts 06.45 up to 14.00. Beside teaching-learning normally, MAN Sidoarjo has another teaching learning

that corporate with Insitut Teknologi Sepuluh November Surabaya(ITS) for IT project. MAN sidoarjo not only give educational study to their students but also providing some academic extracurricular and Islamic extracurricular such as, Geography, physics,Arabic Olympiad Club, Marching Band, El-Manzil Journalism, Japanese Group etc.

D. Data and Source data

Written and spoken data was taken to support this research; the written data was English teacher's lesson plan to know whether there was elicitation question there. Furthermore, the spoken data is from interview with some English teachers and the process of English teaching in class. English teacher were the source of data and the subject of the research. Whether the teacher surely did the elicitation activities to their students or did not. The spoken data was analyzed by transcription. Transcription is the process of converting audiotape recording or field notes into text. It was needed to help the researcher for answering the research questions. In this research the process of transcribe were checked by the English teachers and the validator.

In this research, the researcher used purposive sampling and chose the snowball sampling. According to Creswell, in purposive sampling the researcher intentionally selects individuals and sites whether they have rich information or not. In any given qualitative study the researcher may decide to study a site (e.g, one college campus),several sites (e.g, three small library arts), individuals or groups (e.g, freshman students), some

combinations (three small libraries and some freshman students). In addition the snowball sampling was chosen because the researcher may not know who the best informant is, but the researcher can accept the suggested informant from other informant. The researcher also can get the information through informal interview. [4]

E. Data Collection Technique

The potential data collection activities in doing qualitative research according to Yin are observing, interviewing, collecting and examining and Feeling. In this Research, the researcher used observation and interviewing.

1. Observation

Observation is taking and collecting the data. Observation is firsthand information by analyzing people and places at research site.[5]

The finding in observation is *primary data* of the research, it helped for researcher to arrange what did next after knowing and analyzing first real situations, the researcher can plan what would do if certain next condition happened. The researcher was be *a nonparticipant observer*; a nonparticipant observer is an observer who visits the sites and records note during the activities. In this observational role the researcher did not become participant of

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[4] John W Creswell. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative*.....209
[5] John W Creswell. *Educational Research Planning, Conducting and Evaluating Quantitative and Qualitative*..... 315

activities. Because the researcher observed the teaching process and make some notes during it. The probably data which the researcher got was the illustration of real teaching-learning process, specifically of types and English teachers' way to use elicitation question. The researcher knew the elicitation types which used in teaching-learning process and the ways teachers to give the elicitation question. Moreover the observation helped the researcher to answer the research question of the research.

There are some steps observations which did by the researcher. first, the researcher located the research location where was located at MAN Sidoarjo. The researcher observed five English teachers who taught in different eleventh grade classes. The observation did on August 2015 in the first academic year. The time table of observation is follows; XI Social 2 did on August 9th, XI Science 4 did on August 13th, XI Science 7 did on August 16th, XI Social 3 August 18th, XI Science 1 August 20th.

2. Interview

> "Interviewing is a way to investigate. Investigate about what people have already known, their experience, their narrative stories which are recorded on their mind.[6]"

Interviewing is one of the generally instrument that use in qualitative method, as Irvin said that Interviewing is a way to remind someone to remember what they have known, what they

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[6] Irving Seidman, *Interviewing as Qualitative research: A Guide for Researcher in Education and The Social Sciences.Third edition*. (New York and London: Teachers College Press,2006), 67

have done. It helped the researcher to collect the data about elicitation question that they have known, have practiced, and have applied in teaching English.

In this research, the interview did eight times which eight English teachers of eleventh grades. The researcher has made appointments and agreements with them. The time table of interview can be seen as follow;

August 13th with Mrs.Niswati, 16th with Mrs.Ifa 18th with Mrs.Nasuha and 20th with Mrs.Chusnul. and it was continued on September 9th with Mr.Amik, 16th with Mrs.Laila , 19th with Pak Baiquni and 23rd.with Mrs.Mufidah.

According to Seidman, these some steps that he proposed and used by the researcher;

a. *Identifying the Interviewees*, the snowball sampling used in this interview.

b. *Determine the type of interview that will use*, in this case the researcher used One-on-One interviews.

c. *Take brief notes during the interview,* this steps was needed because it was difficult to ask and to collect the data directly in interviewing.

d. *Locate a suitable places for interviewing,* the researcher and the informant decided together where the suitable place to do interview

e. *Obtain consent from the interviewee to participate in study,* the researcher explained the reasons why the informants are chosen, tell the purpose of study, the plans of the interviewing result.

f. *Be courteous and professional when the interview is over.* Ending the interview by thanking to the informant, assuring them of confidentially of the response, and asking them that they would like a summary or result of the study.

In this research, the researcher was given by the curricula vice of MAN Sidoarjo Eight teachers to be interviewed with list of English teacher's name.

3. Documents

Documents of this research have purpose to support the result of observation in qualitative research. According to Bogdan which is cited by Sugiyono, said documentation is the most used way in qualitative study. Choosing documentation means analyzing archives or records of personal's belonging. It usually described and told about his or her past, present, future action, experiences, and beliefs.[7]

Documents is someone's history in written form, it describes about someone's opinion, project, stories and another written

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[7] Sugiyono, *Metode Penelitian Kuantitatif dan Kualitatif* (Bandung: CV AFABETA, 2009), 101.

narrative form. It also can be another form like as a diary of the informant, the collection of journals and letters.

Documents are best source in qualitative study. The data transcription from the participant in a written form is appropriately collected by documentation. Especially after doing observation and doing interview.[8]

Documents were helpful to analyze written data, it was very needed for helping the researcher to seek the others important data. In this research, written form documented was English teacher's lesson plan and interview guideline. The researcher conducted the documents by considering which proposed by Creswell. They were:

a. *Identify the types of documents that can provide useful information to answer my research question,* the documents was taken by the researcher were lesson plans of English teachers. It took to know whether English teachers elicit their teaching process or no.

b. *Consider both public and private documents as sources information.* The researcher took private documents which was English teachers lesson plan.

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[8] J. Amos Hatch, *Doing Qualitative Research in Education Setting* (New York: State University of New York, New York Press, 2002), 99.

c. *Having permission to use the documents,* the researcher asked permission to have the lesson plane of some English teachers to look for the elicitation question.

d. *Record information from the documents.* This process took several forms, including taking notes about the documents.

In this research, there were three English teachers' lesson plans analyzing by the researcher. From eight English teachers who have permission as subject, only three English teachers gave their lesson plans.

F. Research Instrument

1. Observational Fieldnotes

An Observational field notes according to Creswell is text (word) recorded by the researcher during an observation. The observational fieldnoteds can help the researcher to illustrate generally what are activities happen in teaching learning process, to look for, and investigate whether there are elicitations used or not. The form of observational field notes are adapted from Creswell which reduced by the researcher to suite with the research. The form of the observational fieldnotes has agreed and validated by the expert. The observational field notes from consisted of seven points, they are setting classroom, the role of observer, the time and length of observation, the description of teaching learning and the

reflective notes. Hence the researcher used this form to this research. The observational fieldnotes are used to answer the first and second of research question of this research. See appendix I

2. Interview Guideline

Interview Guideline purposed to find the arguments and the real information about teacher's elicitation. The Interviews Guideline was closed-ended and open-ended questionnaire. A closed-ended questionnaire helped researcher to predetermine what is important and giving benefits to support theory and analysis then an open-ended questionnaire helped the researcher to explore reasons for closed-ended answers. The Interview guideline was created by the researcher through theoretical frameworks and arguments of English lectures who validate this interview. The results of interview are used to answer the first and the second research question.

The interview guideline consisted seven questions that are related with the types of elicitation question and the English teachers' way to use it. The first question looked for whether the English teachers have known the term "elicitation question" or not. The second question looked for the English teachers' definition about elicitation question. The third question asked English teachers to tell what types of elicitation question that they known. The fourth question asked English teachers where they knew the

types of elicitation question. The fifth question English teachers to tell the ways when they used the types of elicitation question. The sixth question asked the English teacher whether they used media in eliciting students or not. The seventh interview asked English teachers whether they always elicit students or not . See Appendix II

3. English Teacher's Lesson Plan

English teachers' lesson plan was needed for this research to help the researcher in answering the research question. The researcher analyzed the lesson plan whether there are elicitation questions or not. In this research there were three English teacher's lesson plan from three different English teachers which analyzed by the researcher. Three English teacher's lesson plan was gotten from agreement of each teacher. The topic of lesson plan that the English teachers' gave were narrative text, report text and how to give suggestion. The English teachers' lesson plans are used to answer the first research question.

In this research, the researcher only analyzed the English teacher's lesson plan in the beginning part of teaching learning process. (Kegiatan Pembuka). See Appendix III, IV, V

G. Data Analysis Technique

1. Coding and Data Reduction

Coding was the ways developing concepts from the raw data. The most concepts of this technique are read and reread all the data and sort the data by looking for units of meaning, words, phrases, sentences, subjects ways of thinking, behavior patterns, and events that considered important to display. The code can be named from actual respondents, created names by researcher which understandable. Coding helped the researcher to compare which data was needed and did not appropriate with theoretical concepts.[9]

Reduce data meant enclose, choose the main data, focus on important data, and look for the theme and the model. The reduction data gave clearly illustration and made easier the researcher to continue collecting the data, and seeking the data if it is needed.[10]

It was the process of sorting, focusing, simplifying, abstracting, and transforming of the raw data. In fact, as we saw the figure above, data reduction occurs continuously during the process of conducting qualitative research. It means that the researcher had been reducing the data before, during, and after collecting the data as well as analyzing data. In this case the researcher managed the data by selecting important and relevant data, categorizing data in

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[9] Donald Ary, Lusy Cheser Jacobs, (Eds), *Introduction to Research in Education.* (Canada, USA: Nelson Education Ltd, 2006), 134.

[10] Sugiyono, *Metode Penelitian Kualitatif dan Kuantitatif* .(Bandung: CV AFABETA, 2009), 92.

certain way and ignoring useless data. This is done by the researcher by observing and reviewing the result of observation, reading the result of interviews.

2. Data Display

Display helps the researcher to understand what is happening during the research, the additional information which is need more detail analysis in understanding. This statement is what has been stated by Miles and Huberman, they stated that in the qualitative research, the data can be displayed in the form of table, graphic, phi card, pictogram and other equivalent of them[11].

By displaying the data, the researcher was easy to understand, to analyze what was happening with the data presented by the researcher and to begin doing next plan of the research based on what researcher has planned. The data display of this research consists of the results of observation, interview and documents of English teacher lesson plan. These results are shown in fourth chapter.

3. Conclusion drawing/Verification

According to Miles and Huberman, the last step in analysis of qualitative data is withdrawing conclusion and verification.[12] After doing the observation, interview, and documentation about teacher's elicitation question, the researcher did the two steps of analysis technique. After obtaining the clear information the researcher drew

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[11] Sugiyono, *Memahami Penelitian Kualitatif*………………95.
[12] Sugiyono, *Memahami Penelitian Kualitatif*.......... 99

the conclusion or verification of the result. Finally, the researcher finds out the answers of research question.

4. Checking validity of Findings

    The result of analysis were tested the reliability and validity through *triangulation.* It is "an attempt to check the validity of the data or information obtained by the researchers from different perspective as much as possible by reducing the bias that occurs during data collection and analysis."[13]

    This process also involved consultation with qualified lectures and advisors. It was aimed to get the trustworthiness, validity, and reliability of the data and also made a final conclusion of the data that had been analyzed, interpreted, and identified in the preceding process.

    Finally, the result of the data reduction, data display and also the triangulation process were elaborated in the form of the words, phrases and sentences through a descriptive qualitative. The qualitative descriptive method is used to present analysis along with citations of the original source and part of interpretation.

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[13] Mudjia Rahardjo, "Triangulasi dalam penelitian kualitatif". Jakarta, 2015, (http://jasaproposal.wordpress.com/2015/0622/triangulasi-dalam-penelitian-kualitatif/, accessed on April 20, 2015.

H. Research Stages

For the first, the researcher collects the data using combination of three basic steps of collecting data techniques, such as; observation, interview and documentation. After that, to analyze the data the researcher uses analysis method such as; collecting data, reducing data, displaying data, conclusion and verification. The details of the researcher stages in conducting the study can be seen in the explanation bellow;

1. Preliminary Research

   In the preliminary research the researcher got the base information as the background understanding to decide the next steps that the researcher wanted to do and avoid the bias from the preliminary research.

2. Finding the data and source of data

3. Deciding data collection technique

4. Formulating Research Instrument

The researcher formulated the research instruments after deciding the data collection technique. By referring to some references, the researcher formulated the research instrument and adapted it with the research need.

5. Processing Data

After getting the raw data, the researcher processes it by reducing the unimportant data, and saves the data which is needed by the researcher.

6. Concluding

The final step of this research is concluding data from all information that the researcher got which have analyzed before to facilitate the reader in understanding this research.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In chapter IV, the researcher presents two parts that will be discussed. They are types of elicitation question that English teacher's used and the ways they use the elicitation question. Those two parts deal with the findings of the research and the discussion about what have been discovered by the researcher and also to answer the research questions.

A. RESEARCH FINDINGS

1. The Types of Elicitation Question in English Class at MAN Sidoarjo

The result of observational fieldnotes, the result of interview section and the result of English teacher's lesson plan were the sources to answer the first research question. From five times of observation, Interview section with eight English teachers and three English teacher's lesson plan were gotten the data of type elicitations question.

The types of elicitation question are covered by five types they are, first *elicitation question combined with pictures or photos*, second *elicitation question combined with game*, *elicitation question combined with dialogue, elicitation question combined with text,* and *elicitation question combined with nonverbal language*. This result was different from the theory that the

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researcher used. The theory proposed four types of elicitation questions which the fourth type, elicitation question combined with dialogue and text did not use together. Because in this research either the result of observation or the result of interview were dependent types. Moreover, the finding from each of elicitation question types explains as follows:

a. **Elicitation question combined with pictures or photos**

From the results of observation this type was found in the third observation, from interview section this type was confessed by six English teachers and in three English teacher's lesson plan. The explanation as follows; from t*he result of observational fieldnotes,* the elicitation question combined with pictures or photos found in third observation. In teaching learning process the teacher took and provided the appropriate photos to students then shown the photos on LCD then elicit them by asking question.. English teacher was showing and asking the students to think and to analyze to the photos. Moreover *the results of interview* also supported that Elicitation question combined with photos or pictures was confessed six English teachers. It was found in the second, third, fourth, fifth, sixth and seventh interview. In the interview section the researcher asked the types of elicitation question that English teacher

have known. All English teachers firstly have to decide and take the appropriate photos or pictures from many resources based on the topic learning and students' knowledge. Another supported finding was from *English teacher's lesson plan,* elicitation question combines with photos or pictures was found in all English teachers' lesson plans. Three English teachers' lesson plan the English teachers asked some question related with student's understanding helped by photos.

The researcher displays the findings of types elicitation question combined with pictures or photos from the result observational fieldnotes, the result of interview and the result of English teachers' lesson plan into table as follow;

4.1 Table of Elicitation question combined with pictures or photos

No	Resources	Description findings
1	Third Observation did on 9th August 2015	Based on the observation which did by the researcher the types of elicitation question used by English teachers was **elicitation question combined with dialogue, elicitation question combined with pictures or photos and elicitation question combined with non verbal language** This is the dialogue that faced at class *T: students, do you ever see and find that picture? Where and When*

		do you see you it? is it a problem? Can you give some suggestions to solve it? *S: students took turn to give their suggestion to the different pictures.* See Appendix VIII
2	The second, third, fourth fifth, sixth and seventh interview.	The English teacher who were in these interview confessed that they knew and used the type of **elicitation question combined with pictures or photos.** See Appendix XI-XVIII
3	The First lesson plan	In the lesson plan the English teacher wrote statement which show there was elicitation question combined with pictures or photos. *Photos: T: What was the story that your parents told to you when you were child? Can you share it?* Therefore, the type of elicitation question that English teacher used was **elicitation question combined with pictures or photos**. See Appendix III
4	The Second lesson plan	In the lesson plan the English teacher wrote statement which show there was elicitation question combined with pictures or photos. Photos: T: *please watch and analyze the video that you are going to see? are you able to make some statements into paragraph after watching that video?* Therefore, the type of elicitation question that English teacher used was **elicitation question combined with pictures or photos**. Therefore, the type of elicitation question that English teacher used was **elicitation question combined with pictures or**

		photos. See Appendix IV
5	The Third lesson plan	In the lesson plan the English teacher wrote statement which show there was elicitation question combined with pictures or photos. Dialogue: *T: if you were in the situation like in that picture, what will you suggest to overcome that problem?* From teacher's dialogue, it can be known that in the third lesson plan the English teacher used types of **elicitation question combined with pictures or photos.** See Appendix V

From the table above, the researcher found that elicitation question combined with pictures or photos was found in the third observation, in the second until the seventh interview also in the first and second English teachers' lesson plan. In addition, the researcher displays into chart to make it easy to understand.

Chart 4.1 Chart of Elicitation question combined with pictures or photos.

From the chart above, the number of types of elicitation question can be explained as follows; there was an observation which used the elicitation question combined with pictures or photos from five observations, there were six teachers who confessed knowing and used this type from Eight English teachers who were interviewed and also found in all three English teachers lesson plan.

b.   Elicitation question combined with game

From the result of *observational fieldnotes,* elicitation question combined with games did not find in any observation which has done by the researcher. In contrast, it was found *in the result of Interview*, elicitation question combined with games was found by the researcher in the first and fourth interview. The elicitation question combined with game that English teacher has known were simple game which has corporation characteristic rather than competitive characteristic. The game that she gave to them was named as guessing game. The game that English teacher gave have some ways, first the English teacher told secretly to a certain student the topic learning that day, then the student must give a word as a clue to her other friends until they found and knew the topic learning. While the students were playing the game, the English teacher was asking the others student some questions related with the

clue of topic learning. In contrast, in the *English teacher's lesson plan,* elicitation question combined games did not find.

The researcher displays the findings of types elicitation question combined with pictures or photos from the result of fourth interview into table as follows;

4.2 Tables of elicitation question combined with game

No	Resources	Description Findings
1	The first interview	The English teacher confessed that she knew and ever used the elicitation question combined with game, the game that she used as she named was " guessing game" The guessing game included the clue related with the topic. The given clue was considered by English teacher as an elicitation. See Appendix XI
2	The fourth interview	The English teacher confessed that she knew and ever used the elicitation question combined with game, the game that that she gave was suitable for students' level. It was not too easy and not too difficult. The games that she gave has corporative rather than competitive. When the English teacher gave the elicitation, she also inserted the guidance to play game. The guidance that she gave also considered as an elicitation. See Appendix XIV

From the table above, the researcher found that elicitation question combined with games confessed only in the fourth interview. The researcher displays into chart the result of interview of elicitation question combined with game.

Chart 4.2 Chart of Elicitation question combined with games

From the chart above, the number of types of elicitation question can be explained as follows; the elicitation question combined with game did not find in five observations also in any three English teachers' lesson plans, there were two English teachers who confessed knowing and used this type from Eight English teachers who were interviewed.

c. **Elicitation question combined dialogue**

From *the result of observational fieldnotes,* all observations which have done by the researcher knew and used this type. The English teachers always inserted some questions related to the topic learning when having dialogue. In contrast, elicitation question combined only with dialogue which used by the English teachers. Elicitation question combined with text only found in an observation which was in the second observation.. *From the result of Interview*, elicitation question combined with dialogue was confessed

by all eight English teachers. The dialogue that English teacher used was dialogue which related with the topic learning and student's experience in daily life. Moreover the elicitation question combined with dialogue also found in the *English teacher lesson plan,* elicitation question combined with dialogue was found in three English teachers' lesson plan. The dialogue that the English teacher used was usually related with the topic learning.

4.3 Tables of Elicitation question combined with dialogue

No	Resources, Date and Class of Observations, Description Class		Description findings
1	First Observation did on 9th August 2015, XI social 2	The class consisted of thirty students which has twelve female students and eight male students. The length of teaching learning process was ninety minutes. The topic of teaching learning process was narrative text.	The dialogue that faced in the first observation *T: when you were child before going to sleep, have your parents ever told you a story? T: could I know what was story T: could you share your story that you remember?* Based on the observation which did by the researcher the types of elicitation question used by **English teacher was elicitation question combined dialogue.** The teacher asked students some questions and the students gave respond to teacher's question. See Appendix VI
2	Second observation on 13th August 2015, XI science 4	The class consisted of thirty one students which has twenty female students and eleven male students. The length of teaching learning process was ninety	Based on the observation which did by the researcher the types of **elicitation question used by English teacher was text and dialogue**. The English teacher asked students some questions about what students did last night then wrote it at whiteboard. The dialogue faced in the second

		minutes. The topic of teaching learning process was recount text.	observation *T: What did you do last night?* *The English teacher gave some choices: a) studied and did homework b)went to cafe and had dinner c)watched movie on your laptop* *S: each students has their own answers, some of them took turns to answer the question* *T: English teacher asked a student to tell what She did and wrote it to whiteboard.(text)* See Appendix VII
3	Third observation on 16th August, XI Science 7	The class consisted of thirty three students which has twenty one female students and twelve male students. The length of teaching learning process was ninety minutes. The topic of teaching learning process was how to give suggestion.	Based on the observation which did by the researcher the types of elicitation question used by English teacher were **elicitation question combined with photos and dialogues.** In the first the teacher shown the pictures on LCD then elicit them by asking question *T: do you ever see and find that where and when do you see it?* *T:is it a problem? Can you give* See Appendix VIII
4	Fourth observation on 18th August, XI social 3	The class consisted of thirty five students which has twenty three female students and twelve male students. The length of teaching learning process was ninety minutes. The topic of teaching learning process was report text	Based on the observation which did by the researcher the types of elicitation question used by English teacher was **elicitation question combined with dialogue.** The teacher asked students some questions and the students gave respond to teacher's question. The dialogue that faced in the fourth observation *T: what do you buy in break time?* *T: is it your favorite food or drink? Tell me how is it and the taste?* (See Appendix IX)
5	Fifth observation on 20th August 2015, XI Science 1	The class consisted of thirty two students which has twenty	Based on the observation which did by the researcher the types of elicitation question used by English

		female students and twelve male students. The length of teaching learning process was ninety minutes. The topic of teaching learning process was report text.	teacher was **elicitation question combined with dialogue.** The teacher asked students some questions and the students gave respond to teacher's question. The dialogue that faced in the fifth observation *T: do you ever observe something?* *T: do you have favorite things, such as food, hobbies, actrees?* *T: do you ever write something after you observe it.* See Appendix X
6	The First – Eight Interview		Eight English teachers confessed that they knew and always utilized this type. See Appendix XI-XVIII
7	The First - Third Lesson Plan	All the English teachers' lesson plan used this type	First Lesson Plan Dialogue: *T; What was the story that your parents told to you when you were child? Can you share it?* Second Lesson Plan Dialogue: *please watch and analyze the video that you are going to see? Are you able to make some statements into paragraph after watching that video* Third Lesson Plan Dialogue : *T: if you were in the situation like in that picture, what will you suggest to overcome the problem?* See Appendix III-V

From the table above, the researcher found that elicitation question combined with dialogue used in all observations and confessed by eight English teachers. Elicitation question combined with dialogue also used in all three English teachers' lesson plans. The researcher displays into chart the result of interview of

elicitation question combined with dialogue to make it easy understand.

Chart 4.3 Chart of elicitation question combined with dialogue

From the chart above, the number of types of elicitation question can be explained as follows; the elicitation question combined with dialogue found in five observations and in three English teachers' lesson plans, and confessed by Eight English teachers who were interviewed.

d. Elicitation question combined with text

From *the result of observational fieldnotes,* Elicitation question combined by text was found in the second observation. The text derived from student's explanation then English teacher wrote into whiteboard and discussed together. *From the result of Interview*, The elicitation question combined with text confessed by six teachers in the first, third, fourth, fifth, seventh and eight interviews. The text that the English teacher used was created text

and authentic text. The English teachers usually take text from student's framework or teacher's creativity. From the results of *English teachers' lesson plan* there was no English teachers' lesson plan that used this type;

4.4 Table of types elicitation question combined with text

No	Resources	Description Findings
1	Second Observation	Based on the observation which did by the researcher the types of **elicitation question used by English teacher was text and dialogue**. The English teacher asked students some questions about what students did last night then wrote it at whiteboard. The dialogue faced in the second observation *T: What did you do last night? The English teacher gave some choices: a) studied and did homework b)went to cafe and had dinner c)watched movie on your laptop S: each students has their own answers, some of them took turns to answer the question T: English teacher asked a student to tell what She did and wrote it to whiteboard.(text)* See Appendix VII
2	the first, third, fourth, fifth, seventh and eight	Six English teachers confessed that they knew and always utilized this type. See Appendix XI, XIII, XIV, XV, XVII,XVIII

From the table above, the researcher found that elicitation question combined with text used in second observations and confessed by six English teachers. Elicitation question combined with text did not find in three English teachers' lesson plans. The researcher displays into chart the result of interview of elicitation question combined with text to make it easy understand.

Elicitation question combined with text

14%

86%

■ From Observation

■ From Interview

■

Chart 4.4 Chart of elicitation question combined with text

From the chart above, the number of types of elicitation question can be explained as follows; the elicitation question combined with text found in second observations from five observations and confessed by six English teachers from Eight English teacherswho were interviewed. This type also did not find in any English teachers' lesson plans.

e. **Elicitation question combined with non verbal language**

From *the result of observational fieldnotes,* all observations which has done by the researcher used and used this type. The English teacher always utilized their body or hand movement to help their elicitation to be understood to the students. For instance in the second observation the English teacher acted as her choices which she wrote in the whiteboard. *From the result of Interview*, elicitation question combined with non verbal did not find by the

researcher. The elicitation question combined with non-verbal language that English teacher used was suitable with teachers' instruction and explanation. In contrast, the elicitation question combined with non-verbal language also did not find in *the English teacher lesson plan.*

The researcher displays the findings of types elicitation question combined with nonverbal language from observational fieldnotes, the result of interview and the result of English teachers' lesson plan into table as follow;

4.5 Table of Elicitation question combined with nonverbal language.

No	Resources, Date and Class of Observations, Description Class		Description findings
1	First Observation did on 9th August 2015, XI social 2	The class consisted of thirty students which has twelve female students and eight male students. The length of teaching learning process was ninety minutes. The topic of teaching learning process was narrative text.	In the first observation, the researcher saw hand movement of the English teachers when he invited students to tell story. Therefore, the English teachers also used **elicitation question combined with nonverbal language** in the first observation. It was discussed and agreed by the English teacher.
2	Second observation on	The class consisted of	In the second observation, the

	13th August 2015, XI science 4	thirty one students which has twenty female students and eleven male students. The length of teaching learning process was ninety minutes. The topic of teaching learning process was recount text.	English teacher wrote some choices that have to be answered by students. After writing those in whiteboard, English teacher said it to student with body and hand movement. These are the choices answers. *T: What did you do last night? The English teacher gave some choices: a) studied and did homework b)went to cafe and had dinner c)watched movie on your laptop* Therefore, in the second observation the English teacher also used the **elicitation question combined with nonverbal language**. It was discussed and agreed by the English teacher.
3	Third observation on 16th August, XI Science 7	The class consisted of thirty three students which has twenty one female students and twelve male students.	In the third observation, the English teacher used elicitation question combined with pictures or photos. In

		The length of teaching learning process was ninety minutes. The topic of teaching learning process was how to give suggestion.	addition, the English teacher also used **elicitation question combined with nonverbal language**. It can be acclaimed from the researchers' analyzing when teaching learning process ,discussion from the English teacher who are observed and agreed by the English teacher. The English teacher used her hand movement to point the pictures on LCD, rise up her hand to invite student for answering her question. These are the dialogue which told to students while she used her body and hand movement. *T: can you give some suggestions to solve it (while rising up her hand)*
4	Fourth observation on 18th August, XI social 3	The class consisted of thirty five students which has twenty three	In the fourth observation, the English teacher used elicitation question

		female students and twelve male students. The length of teaching learning process was ninety minutes. The topic of teaching learning process was report text	combined with dialogue. In addition the English teacher also used **elicitation question combined with nonverbal language**. It can be acclaimed from the researchers' analyzing when teaching learning process ,discussion from the English teacher who are observed and agreed by the English teacher. The English teacher used her hand to point students for answering her question, and point students to tell the taste of cake that student buy when break time. These are the dialogue which told to students while she used her body and hand movement. *T: what do you buy in break time? (pointing a student)* *T: is it your favorite food or drink? Tell me*

			how is it and the taste?
5	observation on 20th August 2015, XI Science 1	The class consisted of thirty two students which has twenty female students and twelve male students. The length of teaching learning process was ninety minutes. The topic of teaching learning process was report text.	Based on the observation, which did by the researcher the types of elicitation question used by English teacher, was elicitation question combined with dialogue. In addition the English teachers The teacher asked students some questions and utilize her body and hand movement to help her explain what she said. Therefore, in the fifth observation also used **Elicitation question combined with nonverbal language**. The dialogue that faced in the fifth observation *T: do you ever observe something?* (English teacher utilized her hand) *T: do you have favorite things, such as food,*

			hobbies, actrees? *T: do you ever write something after you observe it.* (English teacher utilized her hand)

Notes:

    a) T : English teacher

    b) S : Students

From the table above, the researcher found this type from all observations. The researcher has analyzing and discussing with English teachers about the English teachers' way to use it. To make it easy to understand the researcher displays the findings of elicitation question combined with nonverbal language into chart.

Elicitation question combined with nonverbal language

- From Observation
- From Interview
- From Eglish teachers' lesson plan

0%

100%

Chart 4.5 Chart of elicitation question combined with nonverbal language

From the chart above, the number of types of elicitation question can be explained as follows; the elicitation question

combined with nonverbal language found in all observations. it did not find in any interviews and English teachers' lesson plan.

Furthermore, the process of displaying and analyzing the results of observational fieldnotes and the results of interview used for answering the second research question. The second research question has purpose to look for how the English teachers' way to use the four types of elicitation question. The detail of explanation can be analyzed as follows;

2. **The English Teachers' Way to Use Elicitation Question in English Class at MAN Sidoarjo**

To answer the second research question, the researcher used the result of observational field notes and the results of interview. The observational field notes give the real English teachers' way to use the elicitation question. Furthermore, the result of the interview also strengthens to answer these. The interviewee explained some ways to use some types of elicitation question. There are some parts in the observational field notes, the description help to answer the research question because in the description the researcher wrote the main things that are needed to answer the research question. In writing the description, the researcher has confirmed the description of teaching learning process with each of English teachers. Moreover, the results of interview support the completeness of data because in the interview English teachers told their

ways to use each of types elicitation question that they knew. There are some the English teachers' way to use the four elicitation question types;

a. Elicitation question combined with photos or pictures

From the observational fieldnotes, elicitation question combined with photos or pictures found in *the third observation*, English teacher elicit students directly with the pictures that she provided. The pictures were closely related with students' daily life. The English teachers shown it and asked students with question while communicating them about the pictures. The English teacher explored about students' opinion to the pictures until students were able to give suggestion that was be topic learning that day. In addition *the result of interview* from the second until seventh interview, the ways which do by the English teacher are not quite different. The photos were provided by English teacher, English teacher had to decide and took from some resources which related with the topic learning and familiar with student's daily life, then the photos were shown to students while eliciting them through dialogue, in order to students can know and understand the topic that going to be learnt. After that, the teacher took turns to confirm whether students' understanding was right or not.

By analyzing the results of observational fieldnotes and the results of interview, the process of the English teachers' way to use

elicitation question combined with photos or pictures can be drawn as follow;

4.6 Process of Eliciting elicitation question combined with pictures or photos

Confirming the truth

deciding and taking the appropriate pictures

showing the photos or pictures; eliciting students through dialogue and non verbal language

asking students to think and to analyze

From the cycle process of elicitation question combined with pictures or photos, there are four ways that English teacher did in eliciting this type, the ways can be explained as follows; First, deciding and taking the appropriate pictures. Second, showing pictures or photos to students while eliciting the students through dialogue and non verbal language. Third, asking students to think and analyzing the pictures or photos. Fourth, confirming the truth of students' thought.

b. Elicitation question combined with game

From the result of observational fieldnotes, the elicitation question combined with games did not find in any observational fieldnotes. Moreover *the results of interview,* elicitation question combined with games was found in the fourth interview. In the

interview section, the English teacher told that she tried to create corporation games rather than competitive game, to elicit with games, the teacher was deciding the appropriate game which was related to the topic learning then putting the clues as elicitation question that help students to understand the clues given then eliciting them through dialogue.

4.7 Process of Eliciting elicitation question combined with game
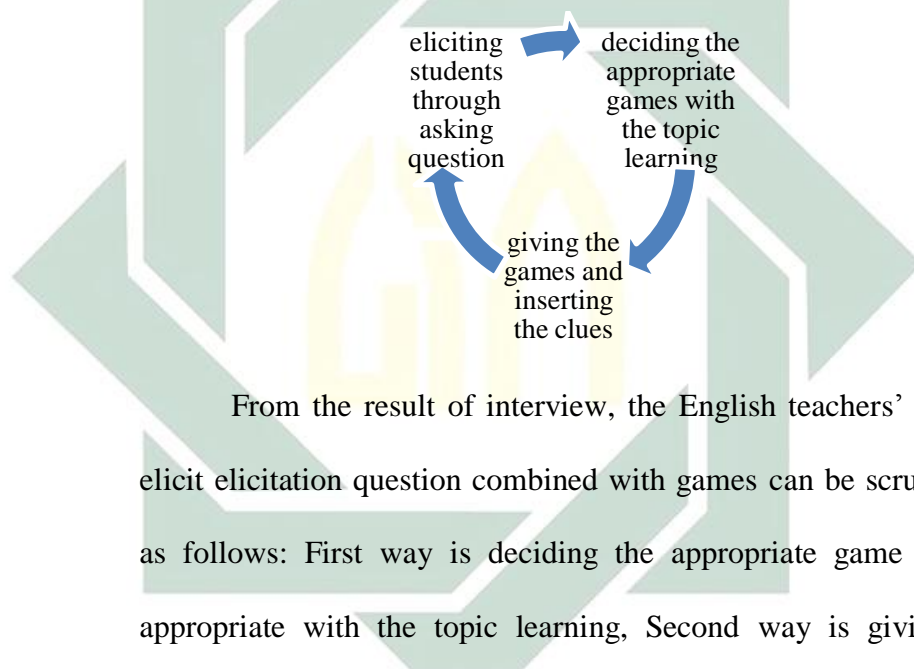
eliciting students through asking question → deciding the appropriate games with the topic learning → giving the games and inserting the clues →

From the result of interview, the English teachers' way to elicit elicitation question combined with games can be scrutinized as follows: First way is deciding the appropriate game that is appropriate with the topic learning, Second way is giving the games and inserting the clues about the topic learning. Third way is eliciting student through asking question about the lesson.

c.   Elicitation question combined with dialogue

From the result of observational fieldnotes, elicitation question combined with dialogue was found in all observations and the interview section. In this observation, the English teacher firstly elicit through asking question to students and encourage

them to told the activities that they had done in last night. Second, English teacher wrote student's story into whiteboard also eliciting students to know the topic learning. Third, confirming what student's argue about the topic learning. In addition, the elicitation question combined with dialogue in all observations has similar ways to use in teaching learning process. The dialogue is created naturally from teacher's stimulation and teachers' strategic to attract students' participation then the English teacher tried to relate and to connect the dialogue into topic learning. Furthermore, *the result of Interview* The English teacher in all interview sections agreed there was elicitation question combined with dialogue and acclaimed that they ever used this in their teaching learning process. The English teachers' way to elicit can be scrutinized as follow; first, deciding the topic learning of teaching learning process. Second,building the related dialogue with the topic learning by asking and answering question.

4.8. Process of Eliciting elicitation question combined with dialogue

building the dialogue which is related to the topic

deciding the topic lesson

From observational fieldnotes and interview section, the English teacher's way to use elicitation question combined with dialogue can be scrutinized as follows: First way is deciding the topic lesson in order to English teacher can create the dialogue that is related to the topic. Second way is building the dialogue that is related the topic and can attract students to join and to participate in the teaching learning process.

d.   Elicitation question combined with text

From the result of observational fieldnotes, the elicitation question combined with text found in the second observation. Moreover *the results of interview,* elicitation question combined with text was confessed by six English teachers. In the interview section, the English teacher told that they had to consider the appropriate text based on the topic learning, students' need and some others factor. Then the English teachers asked students to analyze the composition of the text before the English teachers told to students what kind of text that they analyzed. Process of asking question to students was considered as an elicitation by English teachers. The English teacher's way to elicit can be scrutinized as follows;

4.9 Process of Eliciting elicitation question combined with text

considering anddeciding text based on topic learning, students' need.

confirming the truth about the text

asking student to analyze the text; eliciting students by dialogue

From the results of observation and interview, the English teachers' way to elicit elicitation question combined with text can be scrutinized as follows: First, considering and deciding text based on topic learning and students' need. Second, asking student to analyze the text; eliciting students by dialogue. Third, confirming the truth about the text.

e.   Elicitation question combined with non verbal language

From the result of observational fieldnotes, elicitation question combined with non-verbal language was found in all observations. From the researcher's analyzing in five observations, the researcher can scrutinized that elicitation question with non-verbal language was dependent type. The English teacher always used this type to make clearer their instructions either with the first, second or third type elicitation question.   While *the result of Interview*, elicitation question combined with non-verbal language did not find. The English teacher in all interview sections did not

know this type but they confessed that they always used the elicitation question combined with non-verbal language when they were eliciting students.

4.10 Process of eliciting elicitation question combined with non-verbal language

Considering the result of observational fieldnotes, the researcher's analyzing and discussion with English teachers who were observed, the English teachers' way can be scrutinized as follow; First, giving the appropriate non verbal language, such as body and movement based on teachers' instruction and explanation. Second, confirming the teachers' expectation to the students.

B. DISCUSSION

1. Types of Elicitation question in English class at MAN Sidoarjo

The types of elicitation question that known and used are covered by four types. They are;

a. **Elicitation question combined with photos or pictures.**

When the English teacher used this type, the English teacher provided pictures which related with recently phenomena. As Kriztien Zenkov stated in her research that using photo interpretation and teacher's elicitation activity opened student's way into their ideas that they had not discovered yet. [1] In this research, six teachers confessed that they knew and ever used this first type in the interview section and proved by an English teacher in the third observation. The first and third lesson plan also supported that there were the elicitation question combined with pictures or photos.

b. **Elicitation question combined with game**

Elicitation question combined with game did not find in five observations but an English teacher told in interview section that she knew and ever used this type. It was acclaimed in the fourth interview. She considered that game will not create students' hierarchy among them. Games based on English teacher's interviewing were game which has corporation characteristic rather than competitive characteristic among students .It wassupported by Mubaslat's argument that Games should be a main part of teaching because games can be as "exercises helping learners recall material

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[1] Kristen Zenkov, etl "Seeing how to ask first: Photo Elicitations Motivates English Language Learners to Write". http://amle.org/com, accessed on July 7, 2015.

in a pleasant and entertaining way."[2]   Another argument why English teachers combined game elicitation was stated by Orlick in Mahmoud and Tanni research that games also an appropriate alternative language learning method, it helped teachers to instruct and promote an attractive teaching because games provide self-confidence of students, learning satisfaction and good relationship among learners and between teachers and students. [3] In addition an English teacher confessed that she knew and ever used the elicitation question combined with game.

c. Elicitation question combined with dialogue

Elicitation question combined with dialogue was easily covered by teachers and connected with the topic learning. This type was considered as the easiest in eliciting students by English teachers at MAN Sidoarjo. English teachers elicit their students with recently daily conversation and students' recently activities. English teachers connected what students know and topic learning that day. The dialogue that teacher's created was successfully deliver students find and know the topic learning by themselves that dialogue style was named as unintentionally dialogue by some English teachers. teaching with dialogue was strengthen by Elizabeth Grugeon in her research that teaching through dialogue

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[2] Mania Moayad Musbalat, " The Effect of using educational Games on the students' achievement in English language. (http:// highered.mheducation.com, accessed on November,1 2015), 34
[3] Ahmed Awad Amin Mahmoud – Ziyad Ahmed tanni, " Using Games to Promote Student's Motivation towards Learning English". *Al Quds Opens University Journal For educational and Psychological Research & Studies* Vol.2 no.5. April, 2014, 45

enable teachers to explore student's thinking, encourage them to express their ideas and help students to reach what students understand.[4]

d. Elicitation question combined with text

Elicitation question combined with text also known and used by English teachers at MAN Sidoarjo. The English teachers at MAN Sidoarjo considered that text is easily find by students, students can find kind of texts in their framework book or created text by English teacher and directly analyzes it. Richards in his research stated that text was a language sources for students. They can receive and practice the language use from textbook.[5]

e. Elicitation question combined with nonverbal language

Elicitation question combined with nonverbal language was used by the English teachers at MAN Sidoarjo in all observations. The English teacher always utilized this type to help them making clearer the elicitation question. The English teacher used their body movement, vocal tone, mimic and gestures when they elicit students. By using nonverbal language, the English teachers were helped to emphasize of what teachers' wants from their instruction or explanation. As Pearsone stated in his research that nonverbal

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[4] Elizabeth Grugeon – Lorraine Hubbard. " Learning Through Dialogue" Recent developments in primary education, (http://rede.edu/com, accessed on November 1,2015)
[5] Jack C Richards. " The Role of Textbook in Language Program", Proquest document (http://seameo.edu/com, accessed on November,1 2015)

language could be as emphasizing cues to strengthen messages.[6] Meanwhile to strengthen the arguments, the researcher discussed about this type in the observation with the English teachers who were observed. They acclaimed that they used and utilized this type.

Considering the discussion above, elicitation question takes an important role as a teacher's partner when communicate with students. It was affirmed by Fu cited in Zheng's research that question is a critical skill because question can elicit student's responses and then pushes further interaction.[7] In other words eliciting students is another teacher's way to encourage students to participate in classroom activities by asking them question and get some feedback on whether students know well about what they have learned from their answer or have not. Elicitation opens students' opportunities to use and practice their knowledge which is facilitated by English teachers that students have already have and also as an improvement their communicative ability. Therefore English teachers should pay attention to their elicitation question. Moreover, English teachers at MAN Sidoarjo confessed that they tried as well as they able to create English atmosphere by eliciting various types combination elicitation question which purposed to attract students in teaching learning process. The English teachers

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[6] Pearsone. *Nonverbal Communication*. (New York: Mehwah Press, 2014) , 22.

[7] Li Fu. *A Pragmatic study on EFL classroom question-answer discourse*. (Beijing: Science Press, 2008), 45.

at MAN Sidoarjo used and used the elicitation question in the beginning of teaching learning process.

2. **The English Teachers' Way to Use Elicitation Question in English Class at MAN Sidoarjo.**

   a. **Elicitation question combined with pictures or photos**

   English teachers at MAN sidoarjo has known and used the types of elicitation question combined with pictures or photos. This type was found in third observation, the topic was how to give suggestion. The process of elicitation which given by English teacher had purpose to make student easier. In the very beginning teaching learning process the English teacher gave students tried to build student's enthustic through greeting. Before going to the main topic lesson that day, the English teacher started eliciting students. The English teacher asked students to see some photos on LCD the teacher elicit used question combined by photos the English teacher asked question to students *"students, do you ever see that picture?"* then the students answered some different answers but still appropriate with that pictures, then the English teachers elicit again with question *" where and when do you see it?"* then students told their experience about pictures provided. Then English teacher elicit again *is it a problem? Can you give some suggestion sto solve it?* The students took around to answer the English teacher's question. Indirectly without student's

consideration, they were learned how to give suggestion related with the pictures provided. The English teacher also really helped by pictures.

Others way in using elicitation question combined with pictures or photos were confessed by others English teacher from interview section are explained as follows; First Interview, *I usually drawing related with the topic in the whiteboard or taking it from internet then showing it to LCD*. Second, *eliciting through asking opinion about the pictures.* Third, *always begin by asking question whether the students ever seen and realized that pictures*. Fourth, *giving question by asking question related with the pictures.* Fifth, *giving related photos with topic learning*. Sixth, *providing related pictures than give question to them about what they see and the relation with the topic learning.* Seventh, *showing pictures while giving question to them that student ever seen and realized it.*

It can be scrutinized from those arguments about elicitation question combined with pictures or photos that the English teacher was providing the related photos with topic lesson while eliciting the students through asking question that can be deliver students into topic learning.

By those explanations, the English teachers' way to use the elicitation question combined with pictures or photos were; first, the English teacher was deciding and taking the appropriate

pictures or photos which the photos were familiar with student's daily life to attract student's enthusiasm in joining teaching learning process. Second, the English teacher was showing the photos or pictures while eliciting students through dialogue and nonverbal language. Third, English teacher was asking to students to think and analyze the pictures. It was also supported by Sieber who stated that teaching with photographs can catch student's interest, helped students to express their experience related with the photos.[8] Fourth, the English teacher has to confirm the truth of students' answering.

b. **Elicitation question combined with game**

An English teachers at MAN sidoarjo confessed have ever used and used the elicitation question combined with games from interview section. In contrast, the researcher did not find the elicitation question combined with the games in observations. In elicitation question combined with games, the English teacher acclaimed that the games that she used to elicit had the clue. The clue came from students' creation and English teacher's guidance. The English teacher considered that it can help students to learn happily without any of stress to answer teacher's question correctly. English teacher tried to make the games suitable for the students, that the quotation from the English teacher.

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[8] Ellen Sieber, *Teaching With Object and Photographs, Supporting and Enhancing Your Curriculum.* (Indiana: Indiana University Press, 2012), 89.

"I give games which is suitable for their level, not too easy and not too difficult. The games should be corporative not competitive. Moreover when I am giving student games, I am also inserting the guidance and elicitation to deliver them into topic lesson." Considering the quotation the English teacher gave attention to the characteristic of the games and the level of the students, English teacher tried to create the corporative games rather than competitive games. In the processing of giving games the English teacher was also putting into elicitation as the guidance to help students in learning language process. The benefits of using games in teaching English also argued by Langra and Purcell which are cited by Sirguardotir that the reason most people want to learn a language is to be able to use it in real situations, for example when they are travelling. Games can be a very good way to practice this skill because they can easily used to reenact various situations from real life and provide students with practice in their fluency.[9]

By those explanations, the English teachers' way to use the elicitation question combined with game were; first, the English teacher was deciding the appropriate games with the topic learning. Second, giving the games and inserting the clues. Third, eliciting students through asking question.

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[9] Sigridur Dor Sigurdardottir. *The Use of Games in the Language Classroom. (*Háskóli Íslands: Kennaradeild, grunnskólakennarafræði, April, 2010), 5

c. Elicitation question combined with dialogue

Some of English teachers at MAN Sidoarjo have confessed using and using elicitation question combined with dialogues. Their statements were proven in observation and interview section that had done by the researcher. Elicitation question combined with dialogue was used in five classes had been observed and confessed by Eight English teachers in interview section.

In the first observation, the dialogue faced firstly by teacher's stimulate. English teacher gave question and gave students chances to answer. *In the second observation,* the English teacher tried to elicit students with dialogue by asking question about what students did last night to connect and relate to the topic lesson. In addition, in the second observation there was a text, the English teacher tried to appreciate student's participation by writing student's story into text in whiteboard and eliciting them about it. English teacher tried to connect between the dialogue and the text to be appropriate.

In the third observation, the English teacher used dialogue and photos in order to help students know the topic lesson, while giving the photos the English teacher also communicate with students through dialogue. *In the fourth observations,* the English teacher also built the dialogue related with students' recently activities through asking and answering some questions. *In the fifth*

observations, the dialogue that the English teacher created was the dialogue which connected and related to students' experience. That was made students interest to join and participate in that dialogue. Elicitation question combined with dialogues also found in some interviews with English teachers. The researcher had interviewed eight English teachers of twelfth class based on researcher's and English teacher's agreement..

By those explanations, the ways of English teacher to use the elicitation question combined with dialogue can be explained as follows; deciding the topic lesson of the teaching learning process and building the dialogue between teachers and students which was related to the topic. As Beutel and Denise'e statement that dialogue can cover of teacher's information providing, teachers' instructing, teachers' facilitating, teachers' guide participation and teachers' mentoring.[10]

d. Elicitation question combined with text

In the second observation, the English teacher tried to elicit students with dialogue by asking question about what students did last night to connect and relate to the topic lesson. In addition in the second observation there was a text, the English teacher tried to appreciate student's participation by writing student's story into text in whiteboard and eliciting them about it. English teacher tried

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[10] Beutel and Denise A. "The Nature of Pedagogic Teacher-Student Iinteractions; A Phenomenographic Study*". Journal of Australian educational research* Vol 2 No 37, 26

to connect between the dialogue and the text to be appropriate. First, second, third, fifth, seventh, and eight interviewees acclaimed used and used elicitation question combined with text. The elicitation question combined with text also found *from the result of interview*. *In the first interview*, the English teachers used and used text combining with dialogue through asking question and asking students to guess what text that they observed before the English teacher informed the types of the text. *In the second interview*, the English teacher gave the text and asked students to see the composition of the text, the teacher gave them question and having dialogue related to the text that they observed. *In the third interview,* the teacher built the dialogue by telling and asking to students to see and to analyze text without informing students what type of text it is while eliciting them through dialogue. *In the fifth interview*, the English teacher created dialogue by giving question related to the text until students knew by themselves what type of the text. *In the seventh interview,* the English teacher created the dialogue by asking question related to the text that students' observed. The English teacher acted as facilitator to guide students to know what type of the text. *In the eighth interview,* the English teachers' way to use this type was asking student to see and to analyze the composition of the text before informing the right answer.

By those explanations, the ways of English teacher to use the elicitation question combined with text can be explained as follows;

First, considering and deciding the appropriate text based on topic learning and students' need. Second, asking students to analyze the kind of text while eliciting students by dialogue. Third, confirming to the students the kind of the text.

e. **Elicitation question combined with non-verbal language**

Elicitation question combined with non-verbal language did not exist in the interview section, there was no English teacher who knew and acclaimed that they ever used. In contrast based on the researcher's analyzing and discussion with the English teachers who were observed acclaimed use this type. They can not avoid utilizing the nonverbal elicitation when teaching English. The English teachers always utilized their body and hand movement, mimic and gestures to help them eliciting and telling what they want from students. From the resarcher's analyzing and the discussion with some English teachers discussion, it can be concluded that the English teachers' ways to use elicitation question with nonverbal language were first deciding and giving the nonverbal language elicitation based on teachers' instruction and explanation and confirming the English teacher's expectation.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher wrote about the conclusion of finding and discussion this research. The researcher also gives the suggestion for English teachers, English teacher candidates, the next researcher and for the readers.

A. CONCLUSION

Based on research findings and discussion to answer the statements of the problem that have been discovered in previous chapter, the researcher concludes several points as follows;

1. **The Types of Elicitation question used in English Class at MAN Sidoarjo.**

   The elicitation questions that the English teachers at MAN Sidoarjo used are covered by five types, They are;

   a. Elicitation question combined with pictures or photos.

   Elicitation question combined with pictures or photos has known and used by the English teachers at MAN Sidoarjo. It was proven by the researchers' finding in the third observation, the interview section which six teachers confessed know and use this type in first and third English teachers' lesson plan.

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b. Elicitation question combined with game

Elicitation question combined with game has known and used by the English teachers at MAN Sidoarjo. This type was confessed by two English teachers at MAN Sidoarjo. The game that the English teacher's gave was a combination of clues, guidance and elicitation question. The game that English teacher acclaimed has more corporative characteristic rather than competitive characteristic.

c. Elicitation question combined with dialogue

Elicitation question combined with dialogue was found in all observations, all interviews section, and all English teachers' lesson plan. This type has high the numbers of use elicitation question from others type. Using elicitation question considered as the easiest elicitation by English teachers.

d. Elicitation question combined with text

Elicitation question combined with text was found in the second observation from five observations. It was confessed by six English teachers in the interview section. While, it did not find in any of English teachers' lesson plan.

e. Elicitation question combined with text

Elicitation question combined with text was found in the second observation, confessed by six English teachers.

f. Elicitation question combined with nonverbal language.

The elicitation question combined with nonverbal language was found in all observations by the researcher's analysis and discussion with English teachers who were observed. English teachers always do it with other types of elicitation question. Furthermore, English teachers at MAN Sidoarjo did not use only a type of elicitation question. They often used two different types in the teaching learning process. It depends on teachers' needs in using the several of types elicitation question.

2. **The English Teachers' Way at MAN Sidoarjo to use Elicitation Question in English Class at MAN Sidoarjo**

a. Elicitation question combined with pictures or photos

Similarly, with the four types of elicitation questions, the English teachers' way to use elicitation question combined with pictures or photos were gotten from the third observation and some interviews with English teachers. There are four English teachers' ways in using elicitation question combined with pictures or photos. They are; first, deciding and taking the appropriate pictures. Second, showing the photos or pictures while eliciting students through dialogue. Third, asking students to think and to analyze. Fourth, confirming the truth.

b. Elicitation question combined with game

 The English teachers' way to use elicitation question with games were gotten from the first and fourth interview. It has three ways they are; first, deciding the appropriate games with the topic learning. Second, giving the games and inserting the clues. Third, eliciting students through asking question.

c. Elicitation question combined with dialogue

The English teachers' way to use elicitation question with dialogue were gotten from five observations and interviews with eight English teachers there are two English teachers' way to use elicitation question combined with dialogue. They are; deciding the topic lesson and building the dialogue that is related with the topic lesson.

d. Elicitation question combined with text

The English teachers' way to use elicitation question with text was gotten from the result of second observation and the result of interview. There are three ways of English teachers' to use this type of elicitation question. They are; First,considering and deciding the appropriate text based on topic learning and students' need, Second, asking students to analyze what kind of text while eliciting them with dialogue. Third, confirming to students what text that they analyzed.

e. Elicitation question combined with nonverbal language

The English teachers' way to use elicitation question with nonverbal language were gotten from five observations. The process of analyzing and discussing by the researcher and English teachers who were observed, there are two English teacher ways to use this type. They are, First deciding and giving the appropriate nonverbal language based on teachers' instruction and explanation. Second, confirming the teachers' expectation to the students.

B. SUGGESTION

After conducting a research about teachers' elicitation question in English class at MAN Sidoarjo , the researcher suggests some important things, as follows:

1. For English teachers

Based on the research, which is conducted by the researcher, there are four types of elicitation question with the use. The researcher hopes that after reading this thesis, it can help the teacher modify and develop the types of elicitation question and   the ways in using the elicitation question in order to students have enthusiastic in joining and participating teaching learning process. English teachers may be more creative to elicit students in variety types and variety ways to create good teaching learning process.

2. English teacher candidates

   The researcher also hopes for English teacher candidates after reading this thesis can practice and apply the elicitation question types and the ways in using types of elicitation question when they teach in the real English classroom. The English language learning will be attractive if the English teachers can rise up students' enthusiastic in the beginning of teaching learning process.

3. For further researchers

   Elicitation question is an interesting topic to be discussed. The topic is searching the appropriate ways to elicit students in the beginning teaching learning process therefore the researcher hopes there will be the other developments and innovation of this research. If there are next researcher are curious with this topic, the researcher hopes the next researcher can develop and innovate of this research. The researcher hopes the next researcher can look for the effect of student's respond and enthusiastic in joining teaching learning process after the English teacher elicit them. The next researcher also can more explore the variety of elicitation question types and the ways in using it in the different location to add information about elicitation question. There will be different information from other location, methodology and other ways the next researcher to get the data therefore the readers will gain the rich knowledge about English language learning and teaching English.

4. For the readers

The main goal of the researcher to conduct the research is to give information for readers about the types and the English teachers' ways in using the elicitation question. The researcher hopes that the finding of this research is useful for the readers to give or add new information in teaching English and English language learning. The readers can take, practice and use the information to the real teaching English and English language learning. Moreover in the future the researcher hopes the reader can take part in developing some information to build people awareness about the important the best types of elicitation question and the appropriate ways to use it.

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