

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In chapter IV, the researcher presents data presentation, research findings and discussion about what have been discovered by the researcher and also to answer the research questions.

A. Research Findings

1. The English Teachers' Way to Use Elicitation Question in English

The ninth grade junior high school of C class of SMP Sabilillah Sampang 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. 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:

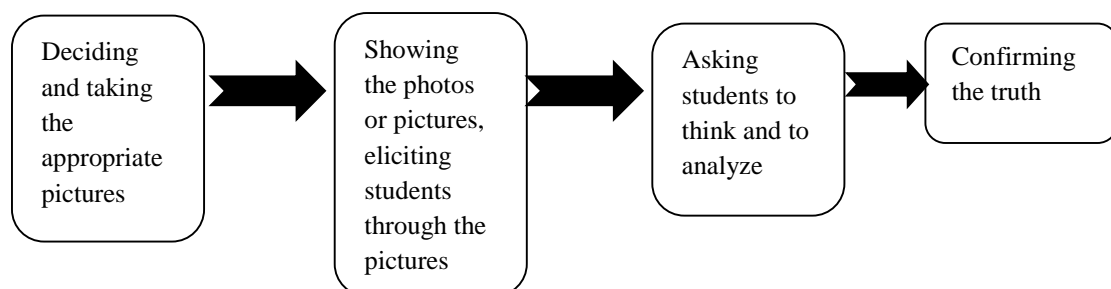
a. Elicitation question combined with photos or pictures

From the observational fieldnotes, elicitation question combined with photos or pictures found in the observation on May 9th 2024,

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 interview on May 8th 2024 , 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;

Pictures 1

Process of Eliciting elicitation question combined with pictures or photos



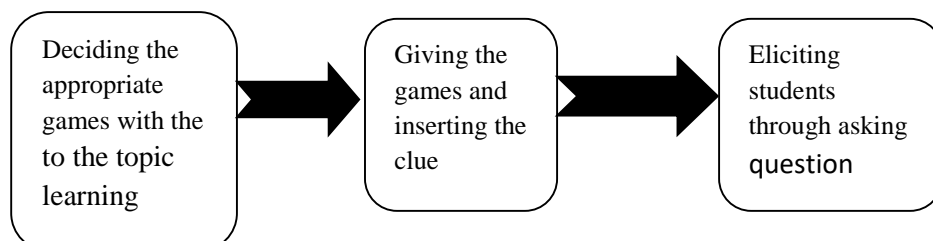
From the cycle process of elicitation question combined with pictures or photos, there are four ways that English teacher did in eliciting this type, the ways can be explained as follows; First, deciding and taking the appropriate pictures. Second, showing pictures or photos to students while eliciting 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 was found in the interview, observational field notes and also in the lesson plan . Moreover the results of interview on May 8th 2024, 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.

Pictures 2

Process of Eliciting elicitation question combined with game.



From the results of the interview, the English teacher's way of

asking elicitation questions combined with games can be observed as follows: The first way is to determine a game that is appropriate to the learning topic, namely guessing game with a descriptive text (animals) learning topic. The second way is to provide games and include instructions about the learning topic, namely descriptive text (animals), before starting the guessing game, the teacher divides them into two groups. After that, the teacher asks one representative from each group to stand in front facing the members of their group. Students who are standing should not look at the blackboard. Then the teacher asks group members to name the characteristics of the animal. Give group members standing in front of the class a chance to guess the animal in question. The student who can guess the first time and get the correct answer gets a score for his group, and so on. The third way is to provoke students by asking questions about the lesson topic, namely descriptive text (animals).

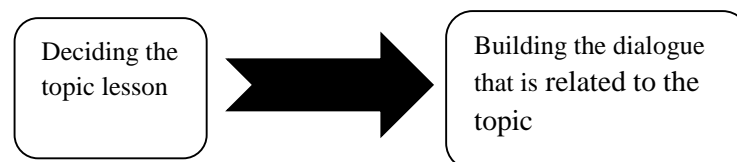
c. Elicitation question combined with dialogue

From the result of observational field notes, elicitation question combined with dialogue was found in the 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 it is the topic learning today. Second, English teacher asked the students to find partners and then have a dialogue about their activities last night. Third, the teacher asked several students to come forward and tell the dialogue they have carried out with their

partners. In addition, the elicitation question combined with dialogue in the 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 with the English teacher in the 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.

Pictures 3

Process of Eliciting elicitation question combined with dialogue



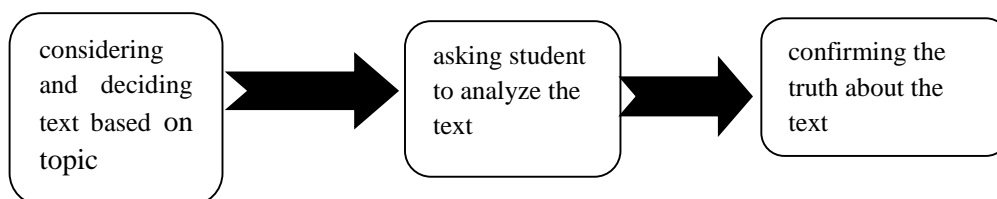
From observational fieldnotes and interview section, the English teacher's way to use elicitation question combined with dialogue can be scrutinized as follows: First way is deciding the topic lesson in order that English teacher can create the dialogue that is related to the topic. Second way is building the dialogue that is related to 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 observation. Moreover the results of interview on May 8th 2024, elicitation question combined with text was confessed by English teachers in ninth grade of C class. 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:

Pictures 4

Process of Eliciting elicitation question combined with text



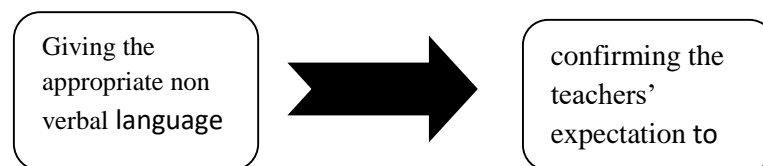
From the results of observation and interview, the English teachers' way to elicit elicitation question combined with text can be scrutinized as follows: First, considering and deciding text based on topic learning and students' need. Second, asking student to analyze the text; eliciting students by text. 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 observations, the researcher can scrutinized that elicitation question with nonverbal 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 is found. 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.

Pictures 5

Process of eliciting elicitation question combined with nonverbal language



Considering the result of observational field notes, the researcher's analyzing and discussion with English teachers who was 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.

2. The Types of Elicitation Question at the Ninth Grade Junior High School of SMP Sabilillah Sampang

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 one English teachers was gotten the data of type elicitations question.

The types of elicitation question are covered by five types 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 with non-verbal language. 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 observation, from interview section this type was confessed by English who teaches in the ninth C class. The explanation as follows;

The interview was conducted on May 8th, 2024 with Mrs. Anis Fitria S.Pd. She stated as follows:

“I use elicitation combined with pictures or photos in class ninth C in the teaching learning process. I use this type of elicitation by first providing a picture or photo that is appropriate to the learning topic. After that, I display the pictures or photos on the LCD. Then, provoke them by asking questions where students are asked to think and analyze the pictures or photos”.⁵²

From the results of filed note observations, elicitation combined with

⁵² Anis Fitria S.Pd, Technique Elicitation, *Interview*, May 2024.

pictures or photos were found during the observation. In the teaching and learning process the teacher takes and provides pictures of a group of students discussing with the theme of giving and asking opinions to students, then displays them on the LCD, then provokes them by asking questions. The English teacher shows and asks students to think and analyze the picture. Moreover, the interview results also support the elicitation questions. The following is a photo of elicitation combined with pictures or photos in ninth C class during the teaching and learning process:

Photos I



Photos of elicitation combined with pictures or photos

The photo above shows elicitation combined with pictures or photos. Based on the photo above, we can see that the photo describes a student who is explaining the picture shown on the LCD in front of the class, where the picture on the LCD is a group of students who are discussing, then there is one student who rejects the opinion so that it contradicts the other opinion express. From this picture, the teacher asks students to explain the incident and asks them to provide appropriate

asking and giving opinions on the pictures.⁵³

Another supporting finding from English teacher's lesson plan, elicitation combined with pictures or photos found in English teacher lesson plan (see appendix 2). English teacher lesson plan, English teacher asks several related questions to students understanding aided by pictures. 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 lesson plan the English teacher used types of elicitation question combined with pictures or photos.

From the description finding above, the researcher found that elicitation question combined with pictures or photos was found in the observation, interview and also in the English teachers' lesson plan.

b. Elicitation question combined with game

From the result of observational field notes, elicitation question combined with games was found in the observation on May 13th, 2024 which has done by the researcher. Elicitation combined with games also was found by the researcher in the interview on May 8th 2024 with Mrs. Anis Fitria S.Pd. She stated as follows:

"The elicitation combined with game I use in English teaching learning. The game that I gave to the students in ninth C class was named as guessing game. The game

⁵³ Observation, SMP Sabilillah Sampang, 09 May 2024, at 9.15 a.m.

that I gave have some ways, first the I 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, I was asking the others student some questions related with the clue of topic learning”.⁵⁴

From the results of field note observations, elicitation combined games was found during the observation. In the teaching and learning process the teacher gave guessing game. The English teacher gave some ways to the game, where first the English teacher asked several students to come forward and from two groups in a row. Then, the teacher told secretly to a certain students the topic learning that day, then the students must give a word as a clue to her friends until they found and knew the topic learning. While the students were playing the game, the English teacher was asking the other student some question related with the clue of topic learning. The data above is supported by documentation on elicitation with game.

Photos 2



⁵⁴ Anis Fitria S.Pd, Technique Elicitation, *Interview*, May 2024.

Photos of elicitation combined with games

Based on the photo above we can see in ninth grade of C class, students are doing elicitation combined with games. This game is a guessing game. In this guessing game the teacher divides and asks students to come forward and line up into two groups. After that, the teacher told secretly to a certain student the topic learning that day, then the students 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 other students some questions related to the clue of topic learning.⁵⁵

In the English teacher's lesson plan, she put elicitation question combined with game, it is stated in the part of core activity section for thirty minutes. From the description finding above, the researcher found that elicitation question combined with games was found in the interview, observations and also English lesson plan in ninth grade of C class.

c. Elicitation question combined dialogue

From the result of interview on May, 8th 2024, elicitation question combined with dialogue was confessed by English teachers in ninth grade of C class with Mrs. Anis Fitria S.Pd. She stated as follows:

“I also used elicitation combined with dialogue in ninth C class. The dialogue that English I used was dialogue which related with the topic of teaching and learning narrative text. The dialogue that I gave have some ways, first I asked students to find friends to be partner during dialogue, then I asked them to dialogue about the

⁵⁵ Observation, SMP Sabilillah Sampang, 13 May 2024, at 11.25 a.m.

*narrative text with their partners”.*⁵⁶

From the result of observational field notes, the observations which have done on 16th Mei 2024 by the researcher knew and used this type. The English teachers always inserted some questions related to the topic learning when having dialogue. The class consisted of thirty two female students in ninth grade of C class. The length of teaching learning process was ninety minutes. The topic of teaching learning process was narrative text.

The dialogue that faced in the 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?
T : Now, you can share your story with your partner”

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. Elicitation question combined with text found in the observation. The following is a photo of elicitation question combined with dialogue in ninth C class during the teaching and learning process:

⁵⁶ Anis Fitria S.Pd, Technique Elicitation, *Interview*, May 2024.

Photos 3



Photos of elicitation question combined with dialogue

The photos above shows elicitation combined with dialogue. The photo above shows students having a dialogue with their partners. They dialogue based on the lesson topic, namely narrative text.⁵⁷

Moreover the elicitation question combined with dialogue also found in the English teacher lesson plan (see appendix 4), and the dialogue that the English teacher used was usually related with the topic learning.

Dialogue:

T: What was the story that your parents told to you when you were child? Can you share it?

From the description findings above, the researcher found that elicitation question combined with dialogue used in the observations and confessed by English teachers in ninth grade of C class. Elicitation question combined with dialogue also used in English teachers' lesson

⁵⁷ Observation, SMP Sabilillah Sampang, 16 May 2024, at 09.15 a.m.

plans.

d. Elicitation question combined with text

From the result of observational field notes, Elicitation question combined by text was found in the observation on 20th Mei 2024. From the result of Interview on May, 8th 2024, elicitation question combined with dialogue was confessed by English teachers in ninth grade of C class with Mrs. Anis Fitria S.Pd. She stated as follows:

*“Elicitation question combined with text I used in ninth C class. Usually the text derived from student’s explanation then I wrote into whiteboard and discussed together. The text that I used was created text and authentic text. I usually take text from student’s framework or teacher’s creativity”.*⁵⁸

From the result of interview, The elicitation question combined with text confessed by teachers in the 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.

The observation did on 20th Mei 2024. Based on the observation which did by the researcher the types of elicitation question used by English teacher was text. The English teacher asked students some questions in the text that given by teacher, then wrote it at whiteboard. The dialogue faced in the 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*

⁵⁸ Anis Fitria S.Pd, Technique Elicitation, *Interview*, May 2024.

T: English teacher asked a student to tell what she did and wrote it to whiteboard.(text)”

The following is a photo of elicitation question combined with text in ninth C class during the teaching and learning process:

Photos 4



Photos of elicitation question combined with text

The photo above shows students doing elicitation combined with text. The photo shows students understanding the text given by the teacher. After that, the teacher discusses the text together and writes it on the whiteboard.⁵⁹

From the description findings above, the researcher found that elicitation question combined with text in the interview, observations and in the English lesson plan (see appendix 5) confessed by English teachers in ninth grade of C class.

e. Elicitation question combined with non-verbal language

From the result of observational field notes, 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

⁵⁹ Observation, SMP Sabilillah Sampang, 20 May 2024, at 11.25 a.m.

understood to the students. For instance in the 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 found by the researcher on May, 8th 2024, elicitation question combined with nonverbal language was confessed by English teachers in ninth grade of C class with Mrs. Anis Fitria S.Pd. She stated as follows:

*“Usually elicitation question combined with nonverbal language is found in all types of elicitation that I use in ninth C class. I always utilized their body or hand movement to help their elicitation to be understood to the students”.*⁶⁰

The elicitation question combined with non-verbal language that English teacher used was suitable with teachers’ instruction and explanation. The following is a photo of elicitation question combined with nonverbal language in ninth C class during the teaching and learning process:

Photos 5



⁶⁰ Anis Fitria S.Pd, Technique Elicitation, *Interview*, May 2024.

Photos of elicitation combined with nonverbal language

The photos above shows students doing elicitation combined with nonverbal language. The photo shows the teacher inviting students to tell stories in front of the class and inviting several students to participate in an activity related to the narrative text which is a learning topic with a fairy tales theme, where they play characters according to the characters in the story, namely the story they have read previously.⁶¹

In contrast, elicitation questions combined with non-verbal language did not found in English teachers' lesson plans. The researcher presents the findings of the types of elicitation questions combined with non-verbal language from field observation notes, interview results and English teacher lesson plans as follows:

The Observations did on May 20, 2024. The class consisted of thirty-two female students. The duration of the teaching and learning process is ninety minutes. The topic of the teaching and learning process is narrative text. In this observation, the researcher saw the English teacher's hand movements when inviting students to tell stories in front of the class and invited several students to participate in an activity related to the story they had read previously. Therefore, English teachers also use elicitation questions combined with nonverbal language in observations. This was discussed and approved by the English teacher.

⁶¹ Observation, SMP Sabilillah Sampang, 20 May 2024, at 11.25 a.m.

From the description of the findings above, the researcher found this type in interviews and also in all observations, but the researcher did not find it in the English lesson plans. Researchers have analyzed and discussed with English teachers about how English teachers use it.

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.

B. DISCUSSION

1. The English Teachers' Way to Use Elicitation Question at the Ninth Grade Junior High School of SMP Sabilillah Sampang.

a. Elicitation question combined with pictures or photos

English teachers at The ninth grade junior high school of C class of SMP Sabilillah Sampang has known and used the types of elicitation question combined with pictures or photos. This type was found in the observation, the topic was asking and giving opinion. 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 through asking and giving opinion. Before going to the main topic lesson that day, the English teacher started eliciting students. The English teacher asked students to

see picture on LCD the teacher elicit used question combined by pictures or 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 “ what do you think the picture explains?” then students told about pictures provided.

Then English teacher elicit again is it a problem? Do you have opinion of the picture? The students took around to answer the English teacher’s question. Indirectly without student’s consideration, they were learned how to give asking and giving opinion related with the pictures provided. The English teacher also really helped by pictures.

English teachers’ way to use 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. Fourth, the English teacher has to confirm the truth of students’ answering.

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.⁶²

⁶² Ellen Sieber, *Teaching With Object and Photographs, Supporting and Enhancing Your Curriculum*. (Indiana: Indiana University Press, 2012), 89

Based on the discussion above, elicitation combined with pictures or photos, it can be seen that teachers can use pictures or photos to attract students. This is important because appropriate and interesting pictures or photos will attract students to start participating in the language learning process. Pictures or photos can provide students with good representation illustrations into topic learning as well create your own work after analyzing the photo. So elicitation combined with pictures or photos is related to the topic and appropriate with the needs of students and the results from teachers can be as good as the results way for English teachers.

b. Elicitation question combined with game

An English teachers at the ninth grade junior high school of C class of SMP Sabilillah Sampang used the elicitation question combined with games from interview section. The researcher was found 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 name of the game is guessing game .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 "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 of 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 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.

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.⁶³

Based on the results of the discussion of elicitation combined with games above, it is known that games can attract students’ attention. games provide a greater role for students to participate in

⁶³ Sigrídur Dor Sigurdardóttir. *The Use of Games in the Language Classroom*. (Háskóli Íslands: Kennaradeild, grunnskólakennarafræði, 2010), 5

language learning and provide responsibility to students and increase students' learning abilities, and their level of self-confidence. And it can create learning satisfaction between teachers and students. By using elicitation combined with games, teachers can also benefit from activities related to language learning objectives.

c. Elicitation question combined with dialogue

English teachers at The ninth grade junior high school of C class of SMP Sabilillah Sampang using elicitation question combined with dialogues. Their statements were proven in observation and interview section that had done by the researcher.

In the observation, the dialogue faced firstly by teacher's stimulate. English teacher asked the students to find partners, then the teacher asked students to have a dialogue with their partners about the topic learning today. After the students have a dialogue with their partners, the teacher asked one of them to come forward to tell the dialogue they have had with their partners.

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's statement that dialogue can cover of teacher's information providing, teachers' instructing, teachers' facilitating, teachers' guide participation and teachers' mentoring.⁶⁴

⁶⁴ Beutel and Denise A. "The Nature of Pedagogic Teacher-Student Interactions; A Phenomenographic Study". *Journal of Australian educational research*, Vol 2 No 37, 26.

Based on the results of the discussion above, elicitation combined with dialogue above shows that dialogue can stimulate students to interact actively in the learning process. This way of elicitation combined with dialogue can make the learning process freer, which means students can convey what is on their minds and can humanize students, which means the learning process allows them to be able to seek their own knowledge through open and communicative conversations so that the teaching and learning process is not only teacher-centered but also student-centered.

d. Elicitation question combined with text

In the observation, the English teacher tried to elicit by text, the English teacher asked students some questions in the text that given by teacher, then discussed together and written on the whiteboard.

The interview acclaimed used and used elicitation question combined with text. The elicitation question combined with text also found from the result of interview. In the interview, the English teachers used text combining with text.

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.

Sasmita statement that text can be bridge as gap between

students' knowledge and students' capacities to participate in the real world events.⁶⁵

Based on the results of the discussion above, it is known that elicitation combined with text can help teachers and students in the teaching and learning process. Apart from that, using texts can increase students' reading level, increase their vocabulary and broaden their worldview. This ways of elicitation combined with text can also stimulate students' minds and make it easier for students to capture and understand the material presented by the teacher through text.

e. Elicitation question combined with non-verbal language

Elicitation question combined with non-verbal language was found in the interview section. Based on the researcher's analyzing and discussion with the English teachers who were observed acclaimed use this type. 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 the 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.

The ways of English teacher to use the elicitation question combined with text can be explained as follows; first, using body

⁶⁵ Sasmita Delvita, "The English Teachers' Skill in Giving Elicitation Question at SMA Laboratorium Padang" (Padang, UIN Padang, 2013), 12.

language and other suitable nonverbal cues in accordance with the guidance and explanation of the teacher, second, letting the pupils know that teachers expect of them.

Jim Scrivener statement that the teaching process cannot be separated from the use of non-verbal language. In the learning process the teacher will use non-verbal language to prevent the teacher's conversation from dominating the class, because non-verbal language provides visual support that helps students understand what is being said.⁶⁶

Based on the results of the discussion above, it is known that 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 nonverbal language such as gestures and facial expressions can be as combination eliciting students in giving instruction and explanation.

2. Types of Elicitation question at the Ninth Grade Junior High School of C class of SMP Sabilillah Sampang

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

⁶⁶ Jim Scrivener, *Classroom Management Techniques* (2012: Cambridge University Press, 2013), 102.

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.⁶⁷

Elicitation combined with photos or pictures really helps students in learning English, by using photos or pictures the teacher can provoke students to be active in the teaching and learning process. Teachers use pictures to set the scene and what students see and think about them. Pictures are an interesting medium to use in class. So it can lead to increased student interactivity and discussion.

b. Elicitation question combined with game

Elicitation question combined with game was found in the interview, observations, and the English lesson plan. This type used by English teacher at ninth grade of C class of SMP Sabilillah Sampang. It was acclaimed in the interview. The games namely guessing game with the topic learning descriptive text (animals). Games based on English teacher's interviewing was game which has corporation characteristic rather than competitive characteristic among students. It was supported by Mubaslat's argument that Games should be a main part of teaching because games can be as "Exercises helping learners recall material in a pleasant and entertaining way".⁶⁸ Another argument why English teachers combined game elicitation was stated by Orlick in Mahmoud and Tanni research that games also an

⁶⁷ Kristen Zenkov, etl "Seeing how to ask first: Photo Elicitations Motivates English Language Learners to Write". <http://amle.org/com>, accessed on May 1, 2024

⁶⁸ Mania Moayad Musbalat, "The Effect of using educational Games on the students' achievement in English language. ([http:// higher.mheducation.com](http://higher.mheducation.com), accessed on May 1, 2024), 34

appropriate alternative language learning method, it helped teachers to instruct and promote an attractive teaching because games provide selfconfidence of students, learning satisfaction and good relationship among learners and between teachers and students.⁶⁹

Elicitation combined with games is a learning technique that is very fun for students, because games are activities that are entertaining, interesting, challenging, and make students play and interact with each other. So that the interaction of students and teachers in teaching and learning activities runs well, because teaching and learning interactions are an important factor in efforts to achieve a good teaching and learning situation in educational and teaching activities. Additionally, games provide a way to help students experience the language rather than just learn it.

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 The ninth grade junior high school of C class of SMP Sabilillah Sampang. 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

⁶⁹ 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, 2019, 45

named as unintentionally dialogue by English teachers. teaching with dialogue was strengthen by Elizabeth Grugeon in her research that teaching through dialogue enable teachers to explore student's thinking, encourage them to express their ideas and help students to reach what students understand.⁷⁰

Using elicitation combined with dialogue can make students more active in the teaching and learning process. Students are very happy when asked to have a dialogue with someone because this is an exchange of information between the speaker and listener which can broaden their insight into something. Apart from making students participate more in the teaching and learning process, this elicitation combined with dialogue technique can also make it easier for teachers to explore students' thinking so that the learning process runs well.

d. Elicitation question combined with text

Elicitation question combined with text also known and used by English teachers at The ninth grade junior high school of C class of SMP Sabilillah Sampang. The English teachers at The ninth grade junior high school of C class of SMP Sabilillah Sampang 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

⁷⁰ Elizabeth Grugeon – Lorraine Hubbard. “ Learning Through Dialogue” Recent developments in primary education, (<http://rede.edu/com>, accessed on April, 2024)

from textbook.⁷¹

Elicitation combined with Text can guide students in responding to usage language and context presented in the text. Elicitation using text can also be used to learn punctuation, help teach grammar, and learn about literary analysis. Apart from that, elicitation with text can make students read often because reading can obtain information, cover content, and understand the meaning of reading.

e. Elicitation question combined with nonverbal language

Elicitation question combined with nonverbal language was used by the English teachers at The ninth grade junior high school of C class of SMP Sabilillah Sampang in all observations and also in the interview. But, did not in the English lesson plan. 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 Pearsons stated in his research that nonverbal language could be as emphasizing cues to strengthen messages.⁷² 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

⁷¹ Jack C Richards. " *The Role of Textbook in Language Program*", Proquest document (<http://seameo.edu/com>, accessed on April, 2024)

⁷² Pearsons. *Nonverbal Communication*. (New York: Mehwah Press, 2014) , 22

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.⁷³ 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 The ninth grade junior high school of C class of SMP Sabilillah Sampang 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.

⁷³ Li Fu. *A Pragmatic study on EFL classroom question-answer discourse*. (Beijing: Science Press,2008), 45