

## **CHAPTER IV**

### **FINDINGS AND DISCUSSIONS**

This chapter presents the research findings and their discussions. It deals with the research data that were investigated and obtained from research instruments, i.e. classroom observations (video recording), field notes, and document analyses. Furthermore, this section elaborates the data analysis based on the research questions stated previously in Chapter 1.

#### **4.1 The Description of Classroom Observation**

This section describes the findings of classroom interactions (exchanges) and activities provided by the teachers in the classroom interaction. The purposes of this section are to describe how the teachers presented the materials and how they applied the eliciting techniques in their classroom instructions. The processes are described based on the description of three stages classroom observation, i.e. pre-activity, whilst-activity, and post-activity.

##### **4.1.1 The First Classroom Observation**

The first classroom observation was done on Tuesday, 4<sup>th</sup> May 2010 at 11.00-12.20 AM. The first participant was an English teacher of second grade of Senior High Laboratory School UPI Bandung and thirty four students of XI IPS 2. At that

time, the teaching and learning process took 80 minutes, and the topic was about narrative text.

At pre-activity, the teacher began the activities by greeting the students. The teacher then asked students' condition and checked the attendance. In this stage, the teacher produced four exchanges that contains eliciting techniques in which the teacher used *eliciting confirm* (see Coulthard, 1975) and *eliciting questions using intonation only* (see Slattery & Willis, 2001) to review the material, as exemplified in [1] & [3] below:

- [1] T : **Ok, today we are going to continue our discussing on narrative text, right?**  
Ss : Right
- [3] T : **Ok, the last discussion we talk about narrative procedural, right?**  
Ss : Right

The first teacher's eliciting "Ok, today we are going to continue our discussing on narrative text, right?" is an initiation. The teacher is initiating an exchange in classroom interaction. The teacher began the lesson by confirming the topic that was studied by the students in the last meeting. The interaction happened when the teacher used *eliciting confirm* (see Coulthard, 1975) to reinforce the topic and to get students' talk. In other words, the teacher used this technique only to confirm his assumption about the topic.

For further interaction the teacher applied *eliciting inform* (see Coulthard, 1975) and applied eliciting *wh-questions* (see Slattery & Willis, 2001) to get students' responses. The teacher asked some questions to review narrative text. Furthermore,

the teacher used a series of eliciting exchanges to move the lesson forward and to check students' understanding, as illustrated in [6] below.

- [6] T : Ok. Ipat. **What is narrative? And what its function?**  
S : Narrative is story.  
T : **And what its function?**  
S : To entertainment.  
T : Yes, entertainment. Untuk menghibur ya.

As illustrated in exchange [6] above, the teacher used two eliciting which is a combination between eliciting inform (Coulthard, 1975) and eliciting in the form of questions using intonation only (Slattery & Willis, 2001) to check students' knowledge about narrative and its function. In other words, the teacher used eliciting inform to get students' opinions about the topic (Sinclair and Coulthard, 1975: 50). Thus, these eliciting techniques are considered as *eliciting inform in the form of questions using intonation only*.

Meanwhile, in the whilst-activity the teacher continued the discussion about narrative text. By a series of questions, the teacher explained about narrative text. The function of narrative text was to entertain. In this stage, the teacher explained and reviewed narrative text by using *eliciting inform in the form questions using intonation only* to check students' knowledge, as supplied in [10] below:

- [10] T : **Kemarin juga sudah kita bahas kalau misalkan narrative itu sama dengan?**  
Ss : Keterangan.  
T : No, narrative itu sama dengan story.

From the excerpt [10] above, it can be observed that the teacher tries to check students' knowledge and to reinforce the topic. The teacher uses these eliciti because he wanted the students to better understand the material. Moreover, the teacher uses

eliciting inform to get the students' information about the topic given (Sinclair and Coulthard, 1975). The excerpt [10] above also shows that the students respond the teacher's questions by using *verbal word* (see Suherdi, 2006; 2007) and it also reveals that the teacher employs the correction feedback towards students' responses (see Lyster and Ratna, 1997, as cited in Tedick, 1998).

At the end of learning activity, the teacher used *eliciting inform in the form of questions using intonation only* to check students' understanding. The teachers used these eliciting to check whether or not the students understood the material given. In other words, this stage was used by the teacher to check the students' comprehension. It is illustrated in the following excerpt.

- [73] T : Nah, beginilah, sekiranya Anda membuat sebuah narrative, buatlah sesuai dengan langkah tersebut. **Nah, sampai sini ada yang ditanyakan?**  
Ss : No.  
T : Kalo gak ada, I want all of you make one narrative based on your own word. Ok, go on.

The excerpts [73] above shows that the teacher attempts to check the students' understandings by using eliciting confirm to check whether or not the students understood the topic. The teacher uses eliciting inform in the post-activity to check the students' progress and to know whether the students follow the teaching face (Sinclair and Coulthard, 1975: 40). Thus, to check students' comprehension, the teacher asked the students to make a narrative text based on the examples. During practicing, the teacher monitored and guided all of the students.

From the first description of classroom exchanges and classroom interaction above, it can be concluded that the teacher was successful in applying eliciting

techniques such as eliciting inform, eliciting confirm, eliciting wh-questions, and eliciting questions using intonation only to check students' progress, and to stimulate students' responses. The teacher applied the eliciting techniques by combining theories proposed by Coulthard (1975) and Slattery & Willies (2001) in stimulating students' talk.

#### 4.1.2 The Second Classroom Observation

The second classroom observation was done on Wednesday 5<sup>th</sup> 2010 at 09.00-10.20 AM. The second participant was an English teacher of the first grade of Senior High Laboratory School UPI Bandung and 38 students of grade X IPS 3. The topic was about WH-questions. The learning and teaching process took 80 minutes.

At this meeting the teacher started the lesson by greeting the students. As a brainstorming, the teacher asked some questions relating to the topic. The teacher started the interaction by applying *eliciting inform* and *eliciting wh-questions* to get the students' responses, as presented in [2] below:

- [2] T : Ok, today our topic is WH-questions. **Wh-question, whatever?**  
Ss : What, when, where, who, why and how.  
T : Ok, good.

It can be observed in excerpt [2] that the teacher's eliciting "*wh-question, whatever?*" is classified as eliciting techniques in the form of wh-questions (see Marry & Slattery, 2001: 49). It is the first initiation used by the teacher to get students' response easily. The teacher used eliciting wh-questions to begin the interaction in the classroom. The teacher also used eliciting inform (see Coulthard,

1975) to get students' ideas about the topic. Therefore, the eliciting techniques used by the teacher in pre activities are considered as *eliciting inform in the form of wh-questions*.

In the middle activities, the teacher explained and wrote kinds of wh-questions on the whiteboard. Then the teacher used some eliciting such as *eliciting inform in the form of wh-questions* and also applied *eliciting inform in the form of questions using intonation only* to know students' opinions about wh-questions, as illustrated in [5] & [10] below:

- [5] T : Ok, first, what. **Ok, what the meaning of what?**  
Ss : Apa...atau Noun.  
T : **Explaining of what?**  
Ss : Apa.  
T : Ya.
- [10] T : And then, where. **Ok, where is?**  
Ss : Place.  
T : Yes, place.

The excerpt [5] & [10] above shows that the teacher tries to get information and to check students' knowledge about wh-questions through eliciting inform in the form of wh-questions. The teacher also uses eliciting inform in the form of question using intonation only to get the students' response and to explain the topic clearly. From the excerpt above, the students respond the teacher's eliciting techniques using verbal word (see Suherdi, 2006; 2007). The excerpts also show that the teacher provides the form-related comment and elicitation feedback towards students' responses (see Lyster and Ratna, 1997, as cited in Tedick, 1998).

After explaining the topic, the teacher applied role play activity to help the students understand the topic, and the teacher guided them. The teacher asked the

students to practice English orally with their partners. The teacher asked them to do role play in front of the class based on the examples given. It is illustrated in the following excerpt:

- [38] T : **Ok, any question?**  
Ss : No.  
T : No. ok, if you don't have question, now practice with your friend, write and practice it in front the class. Ok, jadi gini what is your name, where do you live? Ok, discuss with your friend.

It is observed that the teacher in [38] uses eliciting inform in the form of questions using intonation only to check students' understanding about the topic. The teacher uses these eliciting to evaluate students' progress in learning (Sinclair and Coulthard, 1975: 63).

Form the second classroom observation, it can be concluded that the teacher applied some eliciting techniques in the classroom interaction by using eliciting inform in the form of wh-questions and eliciting inform in the form of questions using intonation only in activating students' talk.

#### **4.1.3 The Third Classroom Observation**

The third classroom observation was conducted on Tuesday 3<sup>rd</sup> April 2010 at 07.00-08.15 AM. The participant was an English teacher of the first grade of Senior High Laboratory School UPI Bandung and 34 students of grade X, IPA 1. The learning process took seventy five minutes and the topic was about recount text. In the opening the lesson, the teacher greeted the students and did humor to make the

lesson more joyful. The teacher said that he had problem with his eyes. He said sorry to the students before starting the interaction, as exemplified in the following excerpt.

- [3] T : **Seem something ... it's like cockroach in my eyes.**  
Ss : (Laughs)  
T : Right it's kind of hurt.

The further interaction occurred when the teacher checked the students' knowledge about kinds of texts. The teacher asked the students by using *eliciting questions using intonation only* (see Slattery and Willis, 2001: 49) to get students' responses, as demonstrated in [4] below:

- [4] T : The first text that the first text that we are going to discusses is **recount, procedure, the narrative, and?**  
Ss : Descriptive

The excerpt [4] above illustrates that the teacher tries to modify his question by raising his intonation to get students' responses. The teacher also employs eliciting inform to get the students' ideas about the topic. In addition, it can be observed that the students respond to teacher's eliciting techniques using verbal word (see Suherdi, 2006; 2007).

To get students' experience and students' ideas relating to the topic, the teacher asked the students some questions using eliciting inform and eliciting wh-questions form (Sinclair and Coulthard, 1975). The teacher also used *eliciting repeat* (see Coulthard, 1975) to get students' response clearly, as illustrated in [8] below:

- [8] T : Rari, this is my questions, but if you cannot answer my questions you can say (tidak jelas). Sari if I ask you about your holiday, **what did you do?**  
S : (Silent)  
T : **Excuse me, what did you do? Holiday?**  
S : (Silent)  
T : **Ok Sari, what did you do?**



S : Went to Bogor. Went to Bogor to my parents' house.

As illustrated in [8] above, the teacher uses two kinds of eliciting techniques in delivering the questions to the students, i.e. *eliciting inform in the form of wh-questions* and *eliciting repeat in the form of wh-questions* (see Coulthrad, 1975; Slattery & Willis, 2001: 49). Usually, the teacher used eliciting repeat because of some reasons, i.e. someone does not hear and want a replay repeated for other reasons (Sinclair and Coulthard, 1975: 56).

In the middle of learning process, the teacher used some eliciting techniques to get students' contribution. The teacher applied eliciting inform and eliciting wh-questions to stimulate students' talk. The teacher used both eliciting techniques to get students verbal response about recount text, as illustrated in excerpt [27] below:

- [27] T : Today is very special day, because I will enlist you. And I will try to make you to produce this. First is about recount. **What is the purpose of recount from my explanation, from the sample that I gave to you? What is the purpose of recount?**
- Ss : (Silent)
- T : **Tujuanya apa sih?**
- Ss : To tell something in the past.
- T : **Yes, to tell to tell story that happen in the past.**

As can be observed in [27] above, the teacher applies two kinds of eliciting techniques in delivering the questions, i.e. *eliciting inform* and *eliciting wh-questions*. The excerpt also shows that the students succeed in answering teacher's eliciting technique it using verbal phrase (see Suherdi, 2006; 2007). Furthermore, the excerpt shows that the teacher provides an appropriate feedback towards the students' responses, i.e. expansion feedback (see Lyster and Ratna, 1997, as cited in Tedick, 1998).

From the third classroom observation, it can be concluded that the teachers succeed in stimulating students' talk by applying a series of eliciting techniques such as eliciting inform, eliciting repeat (see Coulthard, 1975), eliciting wh-question, and eliciting questions using intonation only (see Slattery and Willis, 2001). The study also found that the students were interactive in answering teacher's questions and the teacher also supplied some feedback towards the students' responses such as expansion feedback (see also Lyster and Ratna, 1997 as cited in Tedick, 1998).

#### 4.1.4 The Fourth Classroom Observation

The last or fourth classroom observation was conducted on Tuesday, 12<sup>th</sup> April 2010 at 09.00-11.20. The participant was an English teacher of second grade of Senior High Laboratory School UPI Bandung and thirty three students of grade XI, IPA 2. At that time, the teaching and learning process took 80 minute, and the topic was about adjective ending -ing and -ed. In starting the classroom interaction, the teacher used some questions (eliciting) to check students' condition relating to the topic discussed, as exemplified in excerpt [2] below:

- [2] T : **Are you fine today?**  
Ss : Quite fine  
T : **Quite fine... or rather not quite good?**  
Ss : Not quite good. Not quite good.

It can be observed in [2] above that the teacher uses three types of eliciting techniques to initiate the classroom interaction, namely, eliciting inform (see Coulthrad, 1975), eliciting questions using inversion and eliciting either/or questions (see Slattery and Willis, 2001). In addition, the excerpt shows that the students

answer the teacher's eliciting techniques using verbal phrase (see Suherdi, 2006; 2007). In whilst-activity, the teacher explained the adjectives that relating to topic. In discussing the topic, the teacher used a series of eliciting techniques to get students' information. Furthermore, the students also responded the teacher's eliciting techniques by using verbal word, as exemplified as follows:

- [7] T : Quite, what is quite and rather, what is the meaning quite and rather?  
 Ss : (siswa menjawab secara bersamaan tapi tidak jelas)
- [19] T : Today we are going to discuss about adjective ending -ing and -ed. This is something that kinds of mistake that you have made for almost he whole time. For example. Soothing wrong with you in...No. Just boring...ya g... you usually do this.. Now look at this (teacher write something in the white board). What is this?  
 Ss : **Circle** (Word)

At the end of teacher's explanation, the teacher tried to conclude the materials and delivered some questions to the students. The teacher used eliciting inform to check whether or not the students understand the topic given. The teacher also used eliciting using intonation only to get students' responses easily, as illustrated in the following excerpt.

- [52] T : Jelaskan. Ok kejadian berikutnya itu akan diceritakan pada bagian berikutnya. **Ok sampai sisi ada pertanyaan?**  
 Ss : No  
 T : Kalau gak ada, coba buat sebuah contoh seperti contoh yang telah diberikan.

As illustrated in excerpt [52] above, at the end of the lesson the teacher attempts to check students' comprehension using eliciting inform and eliciting questions intonation only. The teacher uses these eliciting in order to check whether the students understood and to know whether the students follow the learning process

(Sinclair & Coulthard, 1975: 53). The excerpt also shows that the students respond teacher's questions in simple word (see Suherdi, 2006; 2007).

From the four of classroom observations above, it can be concluded that the teachers are successful in stimulating students' talk by using some eliciting techniques especially in questions form to get students' ideas and students' information. The teacher mostly used eliciting inform and eliciting questions using intonation only to get students' contribution. It was a combination between two theories, i.e. Coulthard (1975) and Slattery & Willis (2001: 49) classifications. Basically, the teacher used both theories to gain students' facts, students' opinions and students' information relating to the topic given (see Sinclair and Coulthard 1975: 50).

#### **4.2 The Categorization of Teachers' Eliciting Techniques**

The main data of the present study are transcription, field notes, and teacher's lesson plan from the four classroom observations. This section presents the categorization of teachers' eliciting techniques and counts the exchanges of teachers' eliciting techniques based on Coulthard (1975) and Slattery & Willis (2001) theories.

The transcriptions (see the transcriptions at appendix 2 and 3) are analyzed to find answers of three research problems of the study. Meanwhile, field notes and lesson plan are used to interpret the objectives of each lesson and the categorization of teachers' eliciting techniques, students' responses and teachers' feedback properly.

In eliciting language in the classroom, Coulthard (1975) classifies types of eliciting techniques into six categories: eliciting inform, eliciting confirm, eliciting agree, eliciting commit, eliciting repeat, and eliciting clarify. On the other hand, Slattery & Willis (2001) distinguish of eliciting language into five categories: wh-questions, questions using intonation only, questions using inversion, unfinished questions with raising intonation, and either/or questions.

From four video recordings, the study found that the teachers produced 221 exchanges in their teaching, and the teachers tended to use *eliciting inform* (see Coulthard, 1975) in the classroom interaction. The study also found that the eliciting techniques applied by two teachers in presenting the material were in the form of questions. The types of eliciting techniques based on Coulthard (1975) classifications are presented in Table 4.1 as follows:

**Table 4.1** Types and Numbers of Eliciting Techniques Used by Two Teachers based on Coulthard's (1975) theory

No	Coulthard's Eliciting Techniques	Video Recording					
		I	II	III	IV	Total	%
1	Elicit Inform	66	29	42	31	168	76.02
2	Elicit Confirm	8	11	5	13	37	16.74
3	Elicit Agree	-	-	-	-	-	-
4	Elicit Commit	-	-	-	-	-	-
5	Elicit Repeat	-	3	5	-	8	3.62
6	Elicit Clarify	-	2	4	2	8	3.62

<b>Total Each Session</b>	<b>74</b>	<b>45</b>	<b>56</b>	<b>46</b>	<b>221</b>	<b>100</b>
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Based on Table 4.1 above, the teachers used four types of eliciting techniques in classroom interaction. It is found that from the total of 221 exchanges supplied by the teachers in classroom interaction, 168 (76.02%) was eliciting inform. Meanwhile, the total of eliciting confirm was 37 (16.74%), eliciting repeat was 8 (3.62%), and eliciting clarify was 8 (3.62%). Table 4.1 also shows that the teachers produced 221 exchanges that contained eliciting techniques in the form of questions.

In addition, from overall video recordings, the study also found that the teachers most commonly applied eliciting *questions using intonation only* (see Slattery and Willis, 2001) in stimulating students' contribution. The types of eliciting techniques based on Slattery and Willis (2001) classifications can be observed in Table 4.2 below.

**Table 4.2** Types and Numbers of Eliciting Techniques Applied by the Two Teachers based on Marry and Slattery's (2001) theories

No	Marry Slattery & Jane Willis's Eliciting Techniques	Video Recording					
		I	II	III	IV	Total	%
1	Wh-questions	16	13	15	7	51	23.08
2	Questions using intonation only	48	29	33	28	138	62.44
3	Questions using inversion	3	3	8	9	23	10.41
4	Unfinished sentence questions with raising intonation	-	-	-	-	-	-

5	Either/or questions	7	-	-	2	9	4.07
<b>Total Each Session</b>		<b>74</b>	<b>45</b>	<b>56</b>	<b>46</b>	<b>221</b>	<b>100</b>

Table 4.2 above shows that the teachers employed four eliciting techniques proposed by Slattery and Willis (2001), i.e. wh-questions (23.08%), questions using intonation only (62.44%), questions using inversion (10.41%), and either/or questions (4.07%). It also shows that the teachers produced 221 exchanges that contained eliciting techniques in the form of question. It can be concluded that *eliciting in the form questions using intonation only* 138 (62.44%) appeared most frequently than the other eliciting techniques in the classroom.

In analyzing teachers' eliciting techniques especially their modified questions, the study made the convention of the eliciting techniques combination. The first eliciting technique was proposed by Coulthard (1975) and the second one was proposed by Slattery & Willis (2001). The combinations of teachers' eliciting techniques are described as follows:

**(1) Elicit Inform in the Form of Wh-Questions**

It is the first type of eliciting techniques proposed by Coulthard (1975), that is eliciting inform and the first type of eliciting techniques proposed by Slattery & Willis (2001), which are wh-questions. Thus, we may say it *eliciting inform in the form of wh-questions*.

**(2) Elicit Inform in the Form of Questions Using Intonation Only**

It is the first type of eliciting techniques proposed by Coulthard (1975), that is eliciting inform and the second of eliciting techniques proposed by Slattery & Willis (2001), which are questions using intonation only. Thus, we may say it *eliciting inform in the form of questions using intonation only*.

### **(3) Elicit Confirm in the Form of Questions Using Intonation Only**

It is the second type of eliciting techniques proposed by Coulthard (1975), that is eliciting confirm and the second type of eliciting techniques proposed by Slattery & Willis (2001), which are questions using intonation only. Thus, we may say it *eliciting confirm in the form of questions using intonation only*.

### **(4) Elicit Confirm in the Form of Questions Using Inversion**

It is the second type of eliciting techniques proposed by Coulthard (1975), that is eliciting confirm and the third type of eliciting techniques proposed by Slattery and Willis (2001), which are questions using inversion. Thus, we may say this code means *eliciting confirm in the form of questions using inversion*.

After combining both eliciting techniques from all of the video recordings, the study found that there are nine eliciting techniques created and applied by the



teachers in the classroom interaction. The combinations of two theories are provided in Table 4.3.

**Table 4.3** The Combinations of Teachers' Eliciting Techniques based on Coulthard's (1975) and Slattery & Willis's (2001) Theories

No	Types of Eliciting Techniques	Video Recording					
		I	II	III	IV	Total	%
1	Eliciting inform in the form of questions using intonation only.	40	14	19	14	87	39.37
2	Eliciting inform in the form of wh-questions.	16	12	15	6	49	22.17
3	Eliciting confirm in the form of questions using intonation only.	8	11	5	13	37	16.74
4	Eliciting inform the form of questions using inversion.	3	3	8	9	23	10.41
5	Eliciting inform in the form of either/or questions.	7	-	-	2	9	4.07
6	Eliciting repeat in the form of questions using intonation only.	-	2	5	-	7	3.17
7	Eliciting clarify in the form questions using intonation only.	-	2	4	1	7	3.17
8	Eliciting repeat in the form of wh-questions.	-	1	-	-	1	0.45
9	Eliciting clarify in the form of wh-question.	-	-	-	1	1	0.45
<b>Total Each Session</b>		<b>74</b>	<b>45</b>	<b>56</b>	<b>46</b>	<b>221</b>	<b>100</b>

As presented in Table 4.3 above, 221 exchanges were produced by the teachers in classroom instructions. The teachers' eliciting techniques are put from the most to the least commonly applied by the teachers in stimulating students' talk. The *eliciting inform in the form of questions using intonation only* occurred to be the most commonly applied by the teachers (39.37%) whereas the least eliciting employed

were *eliciting repeat in the form of wh-questions* and *eliciting clarify in the form of wh-questions* (0.45%). The analysis and discussion of each eliciting techniques are described as follows:

### 1) Eliciting inform in the form of questions using intonation only

From the analysis, it is revealed 87 (39.37%) exchanges *eliciting inform in the form of questions using intonation only* from the total 221 eliciting techniques in the exchanges. The analysis showed that *eliciting inform in the form of questions using intonation only* was the most commonly applied by the teachers in presenting the materials. The eliciting inform in the form of questions using intonation only occurs when the teachers try to get students' opinions and their ideas about the topic (Sinclair & Coulthard, 1975: 50), and is commonly employs by the teacher by raising their intonation (see Slattery & Willis, 2001: 49), as illustrated in excerpt [34] & [4] below:

[34] (Sessions 1)

T : **Ok, kalau kemarin narrative text itu character nya dalam bentuk?**

S : Fiksi

T : Ya, dalam bentuk fiction atau khayalan.

[4] (Sessions 3)

T : **The first text that we are going to discusses is recount, procedure, the narrative, and?**

Ss : Descriptive

As can be seen in [34] and [4] above, the teachers modified their questions into two kinds of eliciting techniques, i.e. eliciting inform (Coulthard, 1975) and eliciting questions using intonation only (Slattery and Willis, 2001: 49). The teachers used these elicits in order to get students' responses and to review the material have

learnt. The excerpts also show that the teachers attempt to check if the students remembered the topic. In line with this, Sinclair and Coulthard (1975: 51) argue that the teacher uses eliciting inform to check whether or not the students remembered a fact.

The common occurrence of *eliciting inform in the form of questions using intonation only* indicates that eliciting inform in the form of questions using intonation only frequently occur when the teachers try to get students' opinions and to check students' comprehension by raising their intonation. In addition, the finding of eliciting inform in the form of questions using intonation only is consistent with the previous studies (Nurokhmah, 2009) who found that the eliciting inform in the form of questions using intonation only was commonly applied by the teachers to encourage students' talk. Thus, these eliciting is considered as an effective way to stimulate students' talk in the classroom.

## 2) Eliciting inform in the form of wh-questions

As shown in the Table 4.3 above, the teachers contributed 49 exchanges to the eliciting inform in the form of wh-questions. It was 22.17% from the total of 221 eliciting techniques in the exchanges. Eliciting informs occur when the teachers try to ask students' opinions or students' information (Sinclair & Coulthard, 1975). Obviously, the teachers elicit students' ideas not only used elicit inform, but also employed elicit wh-questions to prompt students' talk, as below.

[7] (Sessions 1)

T : What is narrative?

S : Story  
T : And **what its function?**  
S : The function is to entertain.  
T : Yes, the function is to entertain.

[1] (Sessions 2)

T : Ok, today our topic is Wh-questions. **Wh-question, whatever?**  
Ss : What, when, where, who, why and how.  
T : Ok, good.

As demonstrated in [7] and [1] above, the teachers apply two kinds of eliciting techniques in delivering the questions, i.e. eliciting inform (see Coulthard, 1975) and eliciting wh-questions (see Slattery & Willis, 2001: 49). The teachers used both eliciting techniques in order to stimulate students' talk. In the first excerpt, the teacher applies eliciting inform in the form of wh-questions to know students' opinions about narrative text. Meanwhile, in the second excerpt the teacher uses these eliciting to check students' knowledge about wh-questions.

Both teachers applied eliciting informs to get students opinions about the topic given (see Sinclair and Coulthard, 1975: 50). Furthermore, the teachers used eliciting wh-questions to make the questions more clear. As Choudron (1988) mentions that wh-questions are the most useful used to elicit students' talk.

### **3) Eliciting confirm in the form of questions using intonation only**

The findings revealed 37 exchanges of the eliciting confirm in the form of questions using intonation only. It was 16.74% from the total of 221 eliciting techniques in the exchanges. The eliciting confirms happens when the teachers confirm their assumption about the topic given (see Coulthard, 1975). Meanwhile, eliciting questions using intonation only occur when the teachers try to get students'

responses by raising their voice (see also Slattery & Willis, 2001), as exemplified in [1] & [5] as follows:

[1] (Sessions 1)

T : **Ok, today we are going to continue our discussing on narrative text, right?**

Ss : Right

[5] (Sessions 4)

T : **Sad. This is the material that we had discusses last week right?**

Ss : Right.

From the excerpt [1] and [5] above, it can be observed that the teachers confirm their assumption about the topic by using two kinds of eliciting techniques, i.e. eliciting confirm (Coulthard, 1975) and eliciting questions using intonation only (Slattery and Willis, 2001: 49). The teacher employed these eliciting techniques to get students' responses about the teachers' assumption. The teachers also applied these eliciting techniques by raising their intonation or their voice to activate students' talk in the classroom interaction.

#### **4) Eliciting inform in the form of questions using inversion**

The totals of teachers' eliciting inform in the form of questions using inversion were 23 exchanges, constituting 10.41% of 221 eliciting techniques in the exchanges. The eliciting informs in the form of questions using inversion occurs when the teachers try to elicit students' ideas and their opinions (see Sinclair & Coulthard, 1975). Meanwhile, the eliciting questions using inversion occurs when the teachers check students' knowledge and students' experiences (Slattery & Willis, 2001: 49), as exemplified in the following excerpt.

[11] (Sessions 1)

- T : **Ada yang suka dengan story?**  
 Ss : Ya, dikit.  
 [22] (Sessions 3)  
 T : **Is there any girl?** Ok, you are the girl (T pointed a boy)  
 Ss : (Laughs)

As illustrated in [11] and [22] above, that the teachers try to ask some questions by applying two kinds of eliciting techniques, i.e. eliciting inform (Coulthard, 1975) and eliciting questions using inversion (Slattery and Willis, 2001: 49). The teachers employed both eliciting techniques in order to check students' experiences (see Sinclair & Coulthard, 1975: 40). The first excerpt indicates that the teacher asks the student whether or not they like a story. At the second excerpt, the teacher delivers a question to check if there was any girl in the classroom. The teachers used eliciting informs in the form of questions using inversion to check students' experiences (see Slattery & Willis, 2001).

##### **5) Eliciting inform in the form of either/or questions**

As many as 9 exchanges of teachers' eliciting techniques were identified as eliciting inform in the form of either/or questions. It accounts for 4.07% of the total 221 eliciting techniques in the exchanges. The eliciting inform happen when the teacher asks students' ideas or opinions relating to the topic (see Sinclair and Coulthard, 1975: 50). Meanwhile, eliciting either/or questions occurs when the teachers provide two statements in order to help the students easily choose the right answer (see Slattery & Willis, 2001). It is demonstrated in the following excerpt:

- [31] (Sessions 1)  
 T : Jadi kalau kita membaca sesuatu kemudian kita tidak terhibur,  
**narrative or not?**

Ss : No  
 [3&4] (Sessions 4)  
 T : **Quite fine... or rather not quite good?**  
 Ss : Not quite good. Not quite good.  
 T : Rather sleepy?  
 Ss : Yes  
 T : **Yes, or quite happy or rather sad?**  
 S : Sad.

The excerpt [31] and [3&4] above illustrate that the teachers try to check students' comprehension about the topic. The teachers deliver their questions by applying eliciting inform (Coulthard, 1975) and eliciting either/or questions (Slattery & Willis, 2001: 49). In other words, the teachers ask the questions to elicit students' opinions about the topic given (see Sinclair and Coulthard, 1975). Meanwhile, the teachers employ eliciting or/either questions to make the students think carefully to answer the right questions (see also Slattery & Willis, 2001).

#### **6) Eliciting repeat in the form of questions using intonation only**

The teachers' ways in activating students' response particularly in getting students' repetition about the material was done by applying the eliciting repeat in the form of questions using intonation only. It was 7 (3.17%) from the total of 221 eliciting techniques in the exchanges. The eliciting repeat happens when the teachers ask the students to repeat their responses, as illustrated in excerpt [4] and [23] below.

[4] (Sessions 2)  
 T : **Can you repeat it again?**  
 S : Why, what, aa...when, where and how.  
 [23] (Sessions 3)  
 T : So you are not a girl then. **Excuse me. Do you have any diary?**  
 S : Yes

It can be observed in [4] and [23] above that the teachers modify their questions to get students repetition in classroom interaction by using eliciting repeat (see Coulthard, 1975). The eliciting repeat happens when the teachers expect the students' repetition about their answers (Coulthard, 1975). Sometimes, the teachers applied eliciting repeat when they do not hear the students' response clearly (Sinclair and Coulthard, 1975: 56). In addition, the excerpts also show that the teachers tried to raise their intonation in getting students' repetition about the topic given (see Slattery & Willis, 2001). The teacher used these eliciting in order to get students to talk clearly about the materials given.

#### **7) Eliciting clarify in the form of questions using intonation only**

From the analysis, it is found that there are some ways in stimulating students' talk and one of them was by applying eliciting clarify in the form of questions using intonation only. The numbers of teachers' eliciting clarify in the form of questions using intonation only were 7 (3.17%) exchanges from the total 221 eliciting techniques identified. Consider the following excerpt.

- [42] (Sessions 3)
- T : **Every single minute, it is ok oh...ok. Every single thing, every single report that you wrote, it called as?**
- S : Factual report.
- T : Yes, factual report.
- [48] T : **Is a fable, it's kind of fable. It has only one tooth in his mouth.**
- S : Cepot
- T : Yes, its.
- Ss : (Laughs)

As demonstrated in [42] and [48] above, the teachers apply two kinds of eliciting techniques, namely, eliciting clarify (Coulthard, 1975) and eliciting



questions using intonation only (Slattery and Willis, 2001: 49) to stimulate students' talk. Eliciting clarify happens when the teachers try to get students' clarification about the materials (see Coulthard, 1975). Sometimes, the teachers modified their words by clarifying their questions to gain the students' response easily. In addition, the teachers also attempted to raise their voice in questions form to stimulate students' talk quickly (see Slattery & Willis, 2001). In other words, the purpose eliciting clarify in the form of questions using intonation only to make the materials or questions more clearly and easy to answer.

#### 8) Eliciting repeat in the form of wh-questions

In addition to get students' repetition in classroom interaction, the teachers also modified their questions by using eliciting repeat in the form of wh-questions. The number of teacher's eliciting repeat in the form of wh-questions was 1 exchange. It was 0.45% from the total 221 eliciting techniques identified. The following example provided teachers' eliciting repeat in the form of wh-questions.

[9&10] (Sessions 3)

- T : **Excuse me, what did you do?** Holiday?  
S : (Silent)  
T : **Ok Sari, what did you do?**  
S : Go to Bogor  
T : Went to Bogor.

As can be seen in [9&10] above, the teacher uses two kinds of eliciting techniques, i.e. eliciting repeat (Coulthard, 1975) and eliciting wh-questions (Slattery and Willis, 2001: 49). The teacher used eliciting repeat to get students' responses clearly. Usually, the teacher employed eliciting repeat because he/she does not hear

students' talk. In other words, the teacher used this eliciting to elicit students' reply repeated for other reasons (Sinclair and Coulthard, 1975: 56).

### 9) Elicit clarify in the form of wh-questions

In addition to elicit students' clarification about the topic, the teachers also applied eliciting clarifies in the form of wh-questions to stimulate students' talk. The numbers of teachers eliciting clarify in the form of wh-questions was one exchange. It was 0.45% from the total of 221 eliciting techniques in the exchanges and obviously applied by the teachers by clarifying their questions, as shown below.

[21] (Sessions 4)

- T : Kamu kenapa? Lagi Boring ei. Berarti kamu benda, kayak meja.  
**So this one there is a men and there is a work in here which one is boring and which one is bored?**
- Ss : (Silent)
- T : The work is boring. And the person "I was bored" ok.

As illustrated in [21] above, the teacher modifies his questions to stimulate students' responses. The teacher elicits his questions by using two kinds of eliciting techniques, i.e. eliciting clarify (Coulthard, 1975) and eliciting wh-questions (Slattery and Willis, 2001: 49). The Eliciting clarify occurs when the teachers tired to clarify their questions to get students' response easily (see Coulthard, 1975). In other words, the teachers clarified their words or their questions to help the students answering the questions easily.

### 4.3 Students' Responses

This section presents answer of the second research problems. From the overall classroom observation, the study found that the students responded the teachers' eliciting techniques by using verbal responses including *verbal word, phrase, sentence, clause, and verbal syllable* (see Suherdi, 2006; 2007). The types of students' responses are presented in Table 4.4 below.

**Table 4.4** Types of Students' Responses based on Suherdi's (2006; 2007) Classifications

No	Types of Students' Responses	Video Recording					
		I	II	III	IV	Total	%
1	<b>Word</b>	50	25	28	32	135	70.68
2	<b>Phrase</b>	14	4	12	7	37	19.37
3	<b>Sentence (s)</b>	4	6	-	-	10	5.24
4	<b>Clause</b>	3	2	1	-	6	3.14
5	<b>Syllable</b>	-	2	-	1	3	1.57
<b>Total Each Session</b>		<b>71</b>	<b>39</b>	<b>41</b>	<b>40</b>	<b>191</b>	<b>100</b>

As can be seen in Table 4.4 above, it is found that that the students responded to teachers' eliciting techniques in a number of different ways especially in responding using verbal response. The analysis found that the students produced 191 verbal responses that consisted of verbal word, phrase, sentences, clause, and verbal syllable in four video recordings. Verbal *word* was most commonly used by the

students in responding teachers' eliciting techniques 135 (70.68%). The numbers of students' responses are described as follows:

#### 4.3.1 Verbal Word

From the analysis, it is revealed the way the students responded to the teachers' eliciting techniques by using verbal word (see Suherdi's, 2006; 2007). The total of word response was 135 exchanges, constituting 70.68%. The verbal word occurs when the students answered teachers' questions (eliciting techniques) by using one word, as exemplified in excerpt [51] and [10] as follows:

[51] (Sessions 1)

T : Short fisik or non fisik?  
Ss : **Fisik**  
T : Ok, what else?  
S : **Fat**  
T : Fat  
T : What else?  
S : **Black**  
T : Black fisik or bukan?  
Ss : **Fisik**  
T : Black skin, ya?  
Ss : **Yes**

[10] (Sessions 2)

T : And then, where. Ok, where is?  
Ss : **Place**  
T : Yes, place  
T : What else?  
Ss : **Who**  
S : **People**  
T : Yes, who. Who is?  
Ss : **People**

As demonstrated in [51] and [10] above, the students tend to respond teachers' questions by using verbal word. The verbal word occurs when the teachers try to check students' knowledge that has been taught (Long and Sato, 1983, as cited in Ellis, 1994). In other words, the teachers only used display questions to stimulate

students' talk in which the students responded in simple word. In addition, the analysis showed that the verbal word mostly used by the students in responding teachers' eliciting techniques in classroom interaction.

#### 4.3.2 Verbal Phrase

In addition to using verbal word, the students also responded teachers' eliciting techniques by using verbal phrase towards teachers' questions. In Suherdi's (2006; 2007) term, this is categorized the numbers of verbal phrase were 37 exchanges. It was 19.37% from the total of 191 students' responses in the exchanges. It is exemplified in excerpt below.

[66] (Sessions 1)

T : What else?

S : **Afraid of mice**

T : Yes, afraid of mice

[27&28] (Sessions 3)

T : What is the purpose of recount?

Ss : (Silent)

T : Tujuanya apa sih?

Ss : **To tell something in the past.**

T : Yes, to tell to tell story that happen in the past.

As demonstrated in [66] and [27 & 28] above, the students respond to teachers' questions in different way. The students answer the teachers' questions by using verbal phrase. The phrase response occurs when the students responded to the teachers' questions by using more than one word (see Suherdi, 2006; 2007). The excerpts show that the students responded to the teachers' questions more than word and also lack of subject and predicate.

### 4.3.3 Verbal Sentence

In addition to phrase response, the students also responded to teachers eliciting techniques by applying verbal sentence (see Suherdi, 2006; 2007). There were 10 exchanges exploiting verbal sentence, constituting 5.24% the total of 191 students' responses in the exchanges. Consider the following excerpt:

[15] (Sessions 1)

- T : Salah satu short story yang Anda baca tentang apa?  
S : **Kemarin teh tentang Love vs Family.**  
T : Oh, jadi bukan hanya me vs mom ya?  
Ss : (Laughs)

[23]

- T : So, why you like that novel?  
S : **Because the novel telling about value in Indonesia.**  
T : Mmm...

As showed in [15] and [23] above, the students respond to teachers' questions by employing verbal sentence. The verbal sentence occurs when the teachers expect the students to respond to teachers' questions in long statement (see Suherdi, 2006; 2007). In other words, the students respond the teachers' questions by using long statement or consist of a group of words.

### 4.3.4 Verbal Clause

Clause response is a way used by the students to answer or respond to teachers' eliciting techniques (see Suherdi, 2006; 2007). There were 6 exchanges. It was 3.14% from the total 191 students' responses in the exchanges. It happens when the students respond to teachers' eliciting techniques by using a subject and predicate, as illustrated in excerpt [24] and [23] as follows:

[24] (Sessions 1)

- T : And then?

S : **And the story is sad story**  
 [23] (Sessions 2)  
 T : Where do you live?  
 S : **I live in Ciroyom.**

As demonstrated in [24] and [23] above, the students respond to teachers' eliciting techniques in different way. The students used verbal clause in responding teachers' eliciting techniques. The verbal clause occurs when the students answer teachers' questions which only consist of subject and predicate only (see Hartman & Stork, 1972).

#### 4.3.5 Verbal Syllable

The last students' ways in responding teachers' eliciting techniques was by using verbal syllable (see Suherdi, 2006; 2007). The numbers of syllable response were 3 exchanges. It was 1.57% from the total of 191 students' responses in the exchanges. It occurs when the students respond to the teachers' questions after matching their eliciting into Bahasa Indonesia, as illustrated in excerpt [14] & [21] below.

[14] (Sessions 4)  
 T : Ya takut kita pakai apa?  
 Ss : (Silent)  
 T : **Rather frag...?**  
 Ss : Rather frightening.  
 T : Ya, rather frightening.

[14] (Sessions 2)  
 T : Why do you love me? Why talking about? About?  
 Ss : (Silent)  
 T : **Rea..?**  
 Ss : Reason.  
 T : Yes, reason.

[21]  
 T : How. How talk about?  
 Ss : (Silent)  
 T : **Man..?**  
 Ss : Manner.

T : Ya, manner, the way. How to bike a motorcycle?, how to built that building?.

As exemplified in [14] and [21] above, the teachers elicit students' response by switching their questions into Bahasa Indonesia (see Suherdi, 2006; 2007). The excerpts also indicate that the teachers' questions consist of sustaining consonant. Suherdi (2006; 2007) adds that the verbal syllable occurs when the students do not know the answer or difficult to respond teachers' eliciting. The excerpts show that the teachers help the students to respond to teachers' eliciting techniques by matching their words or their eliciting techniques into Bahasa Indonesia. The verbal syllable was the least response produced by the students in responding teachers' eliciting techniques.

#### 4.4 Teachers' Feedback

This section presents answer of the last research problems, i.e. teachers' feedback to students' responses in all of the exchanges are quantified. In evaluating students' talk, the teachers provided four kinds of feedback to students' responses. The types of teachers' feedback are presented in Table 4.5 as follows:

**Table 4.5** Teachers' Feedback based on Lyster and Ratna's (1997, as cited in Tedick, 1998) classification

No	Types of Teachers' Feedback	Video Recorded					
		I	II	III	IV	Total	%
1	Form-related comment	19	10	7	4	40	40.40
2	Elicitation	11	2	11	3	27	27.27



3	Expansion	10	5	5	1	21	21.21
4	Correction	2	1	5	3	11	11.11
<b>Total Each Session</b>		<b>42</b>	<b>18</b>	<b>28</b>	<b>11</b>	<b>99</b>	<b>100</b>

Table 4.5 above reveals that the teachers supply four types of feedbacks to evaluate students' responses, i.e. form-related comment, elicitation, expansion, and correction feedback. Table 4.5 also shows that the teacher tend to give feedback towards students' responses in the form of form-related comment feedback 40. It was 40.40% from the total of 99 teachers' feedback which supplied in the classroom interaction. The types of teachers' feedback are described as follows:

#### 4.4.1 Form-related comment feedback

Evaluating students' comprehension was done by providing the appropriate feedback. One of the appropriate feedbacks supplied by the teachers in their classroom instructions especially in producing questions answer was form-related comment feedback (Lyster and Ratna, 1997, as cited in Tedick, 1998). The form-related comment feedback was the most commonly used by the teachers to follow-up students' talk. It was 40 (40.40%) from the total of 99 teachers' feedback. Consider the following excerpt.

[19] (Sessions 1)

T : Ok, what is bogoh in English?

Ss : Love

T : **Good, love.**

[2] (Sessions 2)

T : Ok, today our topic is WH-questions. Wh-question, whatever?

Ss : What, when, where, who, why and how.

T : **Ok, good.**

As illustrated in [19] and [2] above, the teachers provide the students' response in a positive form. The form-related comment feedback occurs when the teachers provided it in simple comment and mostly using positive form. In line with this, Kea (1988) states that the teachers only used 4% of their instructional time to provide feedback to their students, and the most frequent was simple, positive feedback. Form-related comment feedback was provided by the teacher in order to promote students' learning. Thus, it can be concluded that the teachers tended to use the positive feedback towards students' responses.

#### 4.4.2 Elicitation feedback

In addition to form-related comment feedback, the teachers used elicitation feedback in classroom questioning sessions. Elicitation feedback is considered as a teacher's feedback to elicit students' responses easily. The teachers commonly used elicitation feedback by raising their intonation towards students' responses (Lyster and Ratna, 1997, as cited in Tedick, 1998). The elicitation feedback is supplied in the following excerpt.

[10] (Sessions 2)

T : And then, where. Ok, where is?

Ss : Place

T : **Yes, place.** (Rising intonation)

[46] (Sessions 3)

T : Is a fable, it's kind of fable. It has only one tooth in his mouth.

S : Cepot.

T : **Yet, its.** (Rising intonation)

As demonstrated in [10] and [46] above, the teachers give the elicitation feedback after the students responded the teachers' questions. Elicitation feedback happens when the teachers provide students' responses by raising their voice or their intonation to students' response. In additions, the analysis showed that elicitation feedback was the second most commonly employed by the teachers in evaluating students' talk. It was 27 (27.27%) from the total 91 teachers' feedback in the exchanges.

#### 4.4.3 Expansion feedback

Expansion feedback is type of teacher's feedback supplied by the teachers in teaching and learning process. It is the third most commonly employed by the teachers in evaluating students' responses. It was 21 (21.21%) from the total of 91 teachers' feedback in the exchanges. Usually, expansion feedback is provided by the teachers by adding information relating to the topic. Consider the following excerpt:

[17] (Sessions 2)

- T : Give me example?  
S : Who is that?  
T : **Ok, who must be refer to person.**

[49] (Sessions 3)

- T : Ada tigel hal. Yang pertama orientation, series of event and personal?  
Ss : Personally.  
T : **Personality, personal comment.**

As illustrated in [17] and [49] above, the teachers evaluate students' responses in different ways. The teachers supplied expansion feedback towards students' talk by adding the information. The excerpts show that the teachers added students' answers about 'who and personality'. In other words, expansion feedback occurs when the

teachers evaluate students' responses by adding the information relating to the material given (see Lyster and Ratna, 1997, as cited in Tedick, 1998).

#### 4.4.4 Correction feedback

Correction feedback is kind of teacher's feedback employed by the teachers in classroom interaction. Correction feedback was provided by the teacher in order to correct students' responses. It occurs when the students are false in responding teachers' eliciting techniques (see Lyster and Ratna, 1997, as cited in Tedick, 1998). In other words, it requires the students to correct their responses, as exemplified in excerpt [2] and [32] below:

[2] (Sessions 1)

T : Kemarin juga sudah kita bahas kalau misalkan narrative itu sama dengan?

S : Keterangan

T : **No, narrative itu sama dengan story.**

[32] (Sessions 3)

T : I he and?

Ss : Her

T : **No her, but I he and us.** Kalo misalkan kalian membuat personal recount berarti subjeknya biasanya yang 3 ini. Karena yang kalian sebutkan adalah tentang kalian, tentang personal kalian.

As illustrated in [2] and [32] above, the teachers provide students' responses with correction feedback. Correction feedback was the least frequently employed by the teacher in their classroom instructions. The study found that the teachers only provided correction feedback 11 (11.11%) from the total 91 teachers' feedback in the exchanges. It means that the teachers lack of applying the correction feedback to evaluate students' talk. It is congruent with Kea (1988) who states that specific

corrective feedback was minimal applied by the teachers in responding students' responses in the classroom.

#### **4.5 The Importance of Eliciting Techniques in the Classroom**

Eliciting techniques is considered as an effective technique used by the teachers to get students' information or ideas that provided by the teachers in classroom interaction setting (Darn, 2008). Furthermore, eliciting technique was a way used by the teacher in delivering the questions. Sinclair and Coulthard (1975, as cited in Wanjryb, 1992: 46) state that question is one of the commonest types of utterances in the discourse of classroom. It means that the teachers mostly used questions in presenting the lesson.

After analyzing the transcription of four video recordings, the study found that both teachers applied various eliciting techniques in presenting the materials especially in eliciting students' talk. The most commonly eliciting techniques applied by the teachers was *eliciting inform in the form of questions using intonation only*. It accounts for 87 (39.37%) from the total 221 eliciting techniques in the exchanges. This eliciting technique was the combination between two theories, i.e. Coulthard (1975, as cited in Nurokhmah, 2009) and Slattery & Willis (2001) theories. This finding also relates to the previous studies (Nurhokhmah, 2009) who found that the teachers mostly applied eliciting inform in encouraging students' talk.

The purpose of *eliciting inform in the form of questions using intonation only* used by the teachers was to get students' responses easily. Basically, the teachers

used elicit inform to elicit students facts, opinions, ideas or new information from the students. It relates to Sinclair and Coulthard (1975: 50) who argue that the teachers used elicit inform when they are getting facts, opinions and new information from the students. The study found that the teachers tended to use *eliciting inform in the form of questions using intonation only* to get students' ideas and information relating to the materials given.

Additionally, the teachers used *eliciting inform in the form of questions using intonation only* to check whether or not the students understood the materials given. It is congruent with Doff (1988: 160) who states that "eliciting techniques is a tool for the teacher in providing key information about what the students have known or haven't known". Moreover, the teachers used *eliciting inform in the form of questions using intonation only* to get other information from the students and make them think (Doff, 1988: 161).

The findings indicated that the teachers applied eliciting techniques particularly in presenting their materials in the form of questions to stimulate students' contribution. In line with this, Doff (1988: 40) states that eliciting techniques are realized by questions and are used to get students' responses verbally. It means that all of the classroom exchanges applied by the teachers contained eliciting techniques in the form of questions.

Furthermore, the findings revealed that the teachers used many questions in their classroom instruction. It relates to Chaudron (1988) who sates that 20%-40% of

classroom talks are questions. Therefore, it can be concluded that the eliciting technique used by the teachers was *eliciting inform in the form of questions using intonation only* in questions form to stimulate students' talk in the classroom interaction.

Regarding the students' responses, the students mostly responded to teachers' eliciting techniques using *verbal word* (70.68%). Since the most frequently used elicits were in the form of word, the students tended to talk less in the classroom interaction. The teachers commonly posed simple questions to get students' responses. Consequently, the students only can answer them in simple responses (words). It correlates to Long and Sato (1983, as cited in Ellis, 1994) who state that the teacher tended to use display questions to elicit students' knowledge. The study also indicated that the questions delivered by the teachers were mostly considered as knowledge questions.

In line with the teacher's feedback, the teachers tended to use form-related comment feedback towards students' responses (40%). Obviously, the teachers provided this feedback in simple comment and mostly in positive form. It is congruent with Kea (1988) who states that the teachers only used 4% of their instructional time to provide simple feedback and positive feedback to the students. In addition, the teachers provided this feedback in a simple follow-up. It matches to Kea (1988) who argues that specific corrective feedback in response to student errors was minimal.

From the analysis and discussions above, it can be concluded that the present study succeed in answering three research questions stated in the first chapter. The study found that the teachers mostly applied *eliciting inform* (see Coulthard, 1975) and *eliciting questions using intonation only* (see Slattery and Willis, 2001: 49) in stimulating students' talk in classroom interaction. After combining both theories, it can be concluded that the teachers tended to employ eliciting inform in the form of questions using intonation only. In addition, when the teachers used eliciting techniques, the students tended to respond teachers' questions (eliciting techniques) using *verbal word* (see Suherdi, 2006; 2007). Finally, in evaluating students' responses to teachers' eliciting techniques the teachers mostly provided students' responses by using form-related comment or positive comment feedback (see Lyster and Ratna, 1997).