

A. Research Findings

In this case, the lecturer's eliciting techniques analyzed in second semester A and B class of English department students at Islamic State University Sunan Ampel Surabaya. The lecturer that had been observed is Mr. Sigit Pramono Jati, MPd as English lecturer in English department of Islamic State University Sunan Ampel Surabaya. The student in Class A consisted of 25; 8 males and 17 females. Similarly, there are 18 students 5 males and 8 females. The class took three credits of System of the study. As the interview that was done by the researcher to

lecturer of the classes, the students are not in average abilities from the low to the high one.

Based on the research question, there are two research questions that the researcher divided into two points.

a. The lecturer's eliciting techniques used in Everyday Communication Class.

In this section is to fulfill data from first research question, in which analyzing eliciting techniques used by the lecturer. Thus, the researcher classifies the finding of the eliciting techniques proposed by Jim Scrivener: Polar closed question, closed question, open question, catalytic question and Socratic question.

1) Polar closed question

Polar closed question is one to which the expected answer is the equivalent of yes or no answer.¹ It means that this is a question to lead student to have “Yes/No” answer.

Here the researcher provides of polar closed question used by the lecturer.

Table 4.1

Lecturer Polar closed question and students' responses

| | | | | |
|------------|-----------------|----------------|-------------------------------|----------------------|
| Me | Polar | Frequen | Examples of lecturer's | Effect toward |
| eti | closed | cy | Eliciting techniques | students' |
| ng | question | | | activeness |

¹ Matthew S. Dryer, *Polar questioning in teaching learning* (UK, TWAC Press 2005)

| | | | | (responses) |
|---|-----------------------|----|---|---|
| 1 | Polar closed question | 35 | <ul style="list-style-type: none"> ❖ Done? ❖ Can you do it? ❖ Done? ❖ can you sing it? ❖ Do you like Nymar? ❖ Is that right? ❖ Kusnul, right? | <ul style="list-style-type: none"> ❖ Yes, done ❖ Ya ❖ Yes, sir ❖ yes sir! ❖ yes sir ❖ Yes, sir. ❖ Yes sir. |
| 2 | Polar closed question | | <ul style="list-style-type: none"> ❖ Is that right? ❖ you know what should you do | <ul style="list-style-type: none"> ❖ Right ❖ No |
| 3 | Polar closed question | | <ul style="list-style-type: none"> ❖ Do you need to prepare? ❖ Ok, done? ❖ you need to prepare a name before the others ask ❖ Is the person male or female? ❖ Is she a singer? ❖ Yes or no? | <ul style="list-style-type: none"> ❖ Yes sir, moment. ❖ Yes sir ❖ Yes sir! ❖ Yes sir. ❖ No ❖ No |

| | | | | |
|---|-----------------------|--|--|--|
| | | | | |
| 4 | Polar closed question | | <ul style="list-style-type: none"> ❖ Done? ❖ Can you do it? ❖ Shanaz, can you do it with good intonation and the stressing? | <ul style="list-style-type: none"> ❖ Done ❖ How about if don't have reason? ❖ Yes sir, I'll try. |
| 1 | Polar closed question | | <ul style="list-style-type: none"> ❖ Ready ❖ Done? ❖ Rusdi, ready now? ❖ Do you get the point? ❖ Is that all true? ❖ Is that right? ❖ Raisa, is that right? | <ul style="list-style-type: none"> ❖ Yes ❖ Yes, sir ❖ No ❖ oh yes ❖ Yes ❖ Yes ❖ Yes. 10th of July |

| | | | | |
|---|-----------------------|--|--|---|
| 2 | Polar closed question | | ❖ Just it? | ❖ Yes |
| 3 | Polar closed question | | It is not found in this extract | |
| 4 | Polar closed question | | ❖ Done? ❖ So you say go rollerblading? ❖ Is that do athletic? ❖ Nas, you know what to do? ❖ Nas, ready? ❖ Nas, you said you are ready. Robi? Ready nas? Are you sure? ❖ So you are jogging while acting? ❖ Ok next. You want to call a name | ❖ Done ❖ Yes, go on ❖ Yes sir. ❖ Yes, sir. ❖ Ready sir ❖ Yes, sir ❖ No sir. Before Pementasan. For warming up. ❖ Yes. Itu yang pakekseragam PBI |

| Me etin g | Types of eliciting techniques | Frequency | Examples of lecturer's Eliciting techniques | Effect toward students' activeness (responses) |
|-----------------|-------------------------------------|-----------|---|---|
| 1 | Closed question | 35 | <ul style="list-style-type: none"> ❖ How do ask about this question? ❖ How about this question? ❖ How do you ask address? ❖ How about the hobby? ❖ Done? ❖ Who want to be the first one? ❖ When do you use In? | <ul style="list-style-type: none"> ❖ What is your name? ❖ How old are you? ❖ Where do you stay. ❖ What is your hobby? ❖ Yes sir ❖ Sir ❖ I do not know sir. Not clear, no address, sir. |
| 2 | Closed question | | <ul style="list-style-type: none"> ❖ What is the name of the song that have last week? | <ul style="list-style-type: none"> ❖ Baba black sheep, sir. |
| 3 | Closed question | | Not found | |
| 4 | Closed question | | <ul style="list-style-type: none"> ❖ Where is the go? | <ul style="list-style-type: none"> ❖ Suro doesn't like going Rollerblading |

| | | | | |
|---|-----------------|--|---|--|
| | | | <ul style="list-style-type: none"> ❖ What number one? | <ul style="list-style-type: none"> ❖ I'm sorry sir. 1. Yes, I can swim. 2. No, I can't run fast. 3 I can finish that job quickly. 4. I can't come to the class, sorry. 5. Can you help me doing my homework? 6. I can't can that can in this can. 7. I can love you like that. 8. Speak up, I can't hear you! 9. She can sing well, can she? 10. Can you take the dress? <p>(Suro answered)</p> |
| 1 | Closed question | | <ul style="list-style-type: none"> ❖ how do you ask about this question? ❖ How about this one? ❖ How do you ask address? ❖ How about the hobby? ❖ Job? ❖ Zed and Z are correct. Which one | <ul style="list-style-type: none"> ❖ what is your name?(they said together) ❖ How old are you? ❖ Where do you stay? ❖ What is your hobby? ❖ What is your job? ❖ Both of thrm sir |

| | | | | |
|---|-----------------|--|---|--|
| | | | <p>is correct?</p> <ul style="list-style-type: none"> ❖ What's your Name? ❖ Wrapper or Rabish? | <ul style="list-style-type: none"> ❖ Diana ❖ Wrapper |
| 2 | Closed question | | <ul style="list-style-type: none"> ❖ What is the name of the song that we have last week? ❖ Salsa, what time do you watch sport? ❖ half past twelve is? ❖ Twelve thirty or? ❖ Half past twelve, is it twelve thirty or eleven thirty? ❖ is it twelve thirty or eleven thirty? ❖ hm, the class ends at five forty five? | <ul style="list-style-type: none"> ❖ Baba black sheep, sir ❖ I watch sport at 10 o'clock ❖ Half past twelve sir?(ismail answered) ❖ half past twelve here sir. ❖ Half past twelve, sir. Setengah 12, sir. ❖ ha... Setengahsatu. ❖ Iya |

| | | | | |
|---|-----------------|--|--|---|
| 3 | Closed question | | <ul style="list-style-type: none"> ❖ Of course, where do you know measurement? ❖ What is the number? ❖ What do you say Bendahara? ❖ Student or member? ❖ Wait. What do you say? | <ul style="list-style-type: none"> ❖ Last meeting, sir. ❖ K, sir. ❖ Advisor ❖ Student, sir. She uses glasses. ❖ Is he tall man? |
| 4 | Closed question | | <ul style="list-style-type: none"> ❖ What else? ❖ Where is the going? ❖ Where is the going?! ❖ Where is the like? ❖ Play it?! | <ul style="list-style-type: none"> ❖ Climbing, shopping ❖ She likes go jogging. ❖ Ok, going skateboarding. ❖ oh like that. Lutfi goes jogging. ❖ maksudnya, melakukannya, sir. |

From the transcription, the researcher takes some examples such as: where do you know the measurement? (See 3rd observation of class B utterance 09 extract

| | | | | |
|---|---------------|--|--|---|
| | | | friend to some one that he does not know? | |
| 2 | Open Question | | <ul style="list-style-type: none"> ❖ Anything's wrong with that question? ❖ Anything else? It is related with gerund. You know what? | <ul style="list-style-type: none"> ❖ no, I think it is related to the question ❖ Working. |
| 3 | Open Question | | <ul style="list-style-type: none"> ❖ Look like Fardi becomes idol. Why not me?! | <ul style="list-style-type: none"> ❖ Because he is famous, sir. |
| 4 | Open Question | | <ul style="list-style-type: none"> ❖ Shanaz, What kind of sport do you like? ❖ What kind of sports that you can say with play? ❖ When the activity is using gerund, fishing, running, swimming, jogging. What else? ❖ So Suro? | <ul style="list-style-type: none"> ❖ Tennis and badminton sir. ❖ Football, badminton, volleyball, tennis. ❖ Climbing boxing. I do not know what else sir. ❖ So Suro doesn't go rollerblading. |
| 1 | Open | | <ul style="list-style-type: none"> ❖ Can you tell me what the aspects to introduce | <ul style="list-style-type: none"> ❖ Name, Birthday, address, |

| | | | | |
|---|---------------|--|--|---|
| | Question | | <p>someone are?</p> <ul style="list-style-type: none"> ❖ Age, number of children, salary, measurement. You know measurement? ❖ When do you use that? ❖ when do you use In | <p>hobby, job/occupation, phone number.</p> <ul style="list-style-type: none"> ❖ What's that, sir? (said some of them) no, I do not know (said some of them) hhaaaaa...!(said some of them) ❖ hahh?! ❖ on Jl. Kuniran. |
| 2 | Open Question | | <ul style="list-style-type: none"> ❖ Wait! Why do you prefer use British than use America? | <ul style="list-style-type: none"> ❖ as taught just now sir. |
| 3 | Open Question | | <ul style="list-style-type: none"> ❖ How do you recognize someone in order that you can easily remember them? ❖ Of course, face. Anything else? ❖ Alright, good. Other? ❖ good. It is like masculine, fat, thin. Etc. anything else? | <ul style="list-style-type: none"> ❖ Kalauanti kgaksulit sir. ❖ Appearance. ❖ Body. ❖ measurement, sir. |
| 4 | Open | | <ul style="list-style-type: none"> ❖ How do you express | <ul style="list-style-type: none"> ❖ Wow... I like it very |

| | | | | | |
|---|---|----------|--|--|---|
| n t n t h i s c a s e , t h e | I | Question | | yourself when you like something or something that you do not like? Something you like first! | much (Said one of them). I love it! (said one them) wow amazing (said one them) |
| | I | | | ❖ What will you do if you see something that you like? ❖ Tania, What kind of sport do you like? ❖ What is it? ❖ What do you ask to your friend? ❖ So what do you ask about sport? ❖ Yes I know that. So how do you ask it? If your friend's answer is "yes", what will you do? | ❖ I must have it (said one them) I will force my mother to buy it for ❖ Badminton and volley ball. ❖ Asking. ❖ About sport, sir. ❖ Like and dislike, sir. ❖ Give centang sir |

lecturer invited the students to actively joining in the all activities by using open question as the technique to make the students interesting to join. Such as in these

examples: can you tell me how can you introduce someone? (See 1st observation of class A utterance 04 extract 1.1), how can you recognize someone in order that you can easily remember? (See 3rd observation of class utterance 04 extract 3.1). Age, number of children, salary, measurement. You know what measurement? (See 1st observation of class B utterance 05 extract 5.1), can you tell me what the aspects to introduce someone? (See 1st observation of class B utterance 03 extract 5.1). Consequently, the student's responds are based on the information that they knew. As an example: ok sir. She likes swimming because she wanted to be tall, having slim body and want to be a good looking girl and she can meet many view, people that the point, by swimming she can have sport refreshing. Cool girl! (See 4th observation of class B utterance 147 extract 8.6)

4) Catalytic Question

Catalytic question is to encourage students' learning and self-exploration dealing with the materials given. In other word, catalytic question helps the studentsto make their own decision rather than the lecturer tells them what to do.

Catalytic question is lecturer's agenda that implemented in his/her teaching activities where that leads to the way and controls something happen in the class. In this case, the lecturer should plan the lesson activities, structure and instruct through the lesson or in other word, it is based on what the lecturer wishes to implement the catalytic question in the classroom activities that decide and guides.

In this technique, the researcher did not find any kind of this question. As in the interview with the lecturer, he did not use this kind of question by the

reason that this technique was not suitable enough to use in the class because the students' English proficiency is still low. The lecturer also told the researcher that it is still basic for the just because in the first semester there was no specific class for speaking.

5) Socratic Questions

Socratic question is one of the way how the lecturer can use to elicit the students, it can lead the students to realize or discover something for themselves, it is possibly something that they did not fully know about or they may do something contradicted, inconsistency, or false assumption in their understanding.² In this case, the students need to increase their knowledge for what they know about. Hence, the lecturer should clarify by using the Socratic question here.

Here the researcher provides table for the technique used by the lecturer:

Table 4.4

Lecturer Socratic question and students' responses

| Types of eliciting techniques | Frequency | Examples of Lecturer's Eliciting techniques | Effect toward students' activeness (responses) |
|-------------------------------|-----------|--|---|
| Socratic question | 1 | You know it is funny when I meet the person. It looks like I know him but I'm not sure I know him but his face not strange. Fortunately, he came to me and greet me. He said | I think very easy if the person is beautiful. It touches my heart and |

²Jim scrivener, *Classroom Management Technique*. (UK: Cambridge University Press, 2012)

| | | | |
|--|--|---|--|
| | | <p>“we meet in the international Seminar” and I asked him. “How can you recognize me?” “I got no reason to forget you just because you are very handsome”, how do you recognize someone in order that you can easily remember them?</p> | <p>always remember (said one of the students), Appearance (said one of the them), body (said one of the them), measurement (said one of the them), accessories, sir (said one of the them)</p> |
|--|--|---|--|

In this technique, the lecturer told his past experience then followed by some question so that the students were interested to be in. here is the Socratic question used by the lecturer: You know it is funny when I meet the person. It looks like I know him but I’m not sure I know him but his face not strange. Fortunately, he came to me and greets me. He said “we meet in the international Seminar” and I asked him. “How can you recognize me?” “I got no reason to forget you just because you are very handsome”, how do you recognize someone in order that you can easily remember them? (See 3rd Observation of class A utterance 3 and 5 extract 3.1). In this question, the lecturer elicited the students by telling his experience about someone who knew him. This elicitation enabled the students to recall their experience or knowledge. As a result, the students would answer based on the experience that they underwent. As an example: I think very easy if the person is beautiful. It touches my hearth and always remember. In this

case, the students answer whether could be from the lecturer r experience background or their own experience.

b. The effect of eliciting techniques in every day Communication class

In this section is to fulfill data from second research question, in which analyzing effect from the eliciting techniques used by the lecturer. thus, the researcher classify the finding of the eliciting techniques proposed by Jim Scrivener: Polar closed question, closed question, open question, catalytic question and Socratic question.

1) The effect of Polar closed question

In this type of question, polar closed question expect yes or no answer from students. So for the effect, of course students' answers are in form of yes or no. For example, right (See 2nd observation of class A utterance 17 extract 2.1.), yes, done (See 4th observation of class A utterance 29 extract 4.3).

2) The effect of closed question

Most of the utterances in closed question are questioning about the answer of exact information. Consequently, the student's responses are based on the information that they knew. As an example, what is your name? (See 1st observation of class A utterance 14 extract 1.1), I watch sport at 10 0'clock (See 2nd observation of class B utterance 58 extract 6.5), K, sir (See 3rd observation of class B utterance 29 extract 3.2). All students' answers are based on the fact that they underwent in their daily lives.

3) The effect of Open question

Since the expected response of open question that is questioning about reason of how the students easily recognize someone, the student's response tends to be longer because it did not have exact answer so that the student could find their own reason. Such as, "I think very easy if the person is beautiful. It touches my heart and always remember" (See 3rd observation of class A utterance 06 extract 3.1), Appearance (see 3rd observation of class A utterance 08 extract 3.1), body (See 3rd observation of class A utterance 10 extract 3.1), measurement (utterance 12 extract 3.1), accessories, sir (See 3rd observation of class A utterance 14 extract 3.1).

4) The effect of Socratic question

In this question, the lecturer elicited the students by telling his experience about someone who knew him. This elicitation enabled the students to recall their experience or knowledge. As a result, the students would be answered based on the experience that they underwent. As an example: I think very easy if the person is beautiful. It touches my hearth and always remembers. In this case, the students answer whether could be from the lecturer experience background or their own experience.

To sum up, the researcher provides table of eliciting techniques used by the lecturer in Everyday Communication class and the student's response

Table 4.5

The sum up of lecturer eliciting techniques and students' responses

| Types of Eliciting techniques | Lecturer eliciting techniques used | Effect toward students' activeness (responses) | Extract and number |
|-------------------------------|--|---|--|
| Polar closed question | <p>Can you do it?</p> <p>Done?</p> <p>Do you need to prepare?</p> <p>You know what to do?</p> <p>Is that right?</p> <p>So you say go rollerblading?</p> | <p>Yes</p> <p>Yes sir</p> <p>Yes sir,</p> <p>Moment</p> <p>Yes sir</p> <p>Yes</p> <p>Yes sir</p> | <p>1.3.36</p> <p>3.4.61</p> <p>3.3.44</p> <p>8.4.66</p> <p>1.8.105</p> <p>8.3.45</p> |
| Closed question | <p>Where do you know the measurement?</p> <p>What time do you watch sport?</p> <p>What time do you play music?</p> <p>What is the name of the song that we have last week?</p> | <p>You teach me last meeting, sir.</p> <p>I watch sport at 10 o'clock</p> <p>I pay music at half past three PM</p> <p>Baba black sheep, sir</p> | <p>7.1.09</p> <p>6.5.53</p> <p>6.5.59</p> <p>2.1.02</p> |
| Open question | Can you tell me how you introduce someone? | <p>Name, birth day, address, hobby, job/occupation, phone number</p> | <p>1.1.04</p> <p>5.1.05</p> |

| | | | |
|--------------------|--|--|--------|
| | <p>Number of children, salary, measurement. You know what measurement?</p> <p>Can you tell me what the aspects to introduce someone?</p> | <p>What sir? I do not know.</p> <p>Name, birthday, address, job/occupation and phone number.</p> | 5.1.03 |
| Catalytic question | The lecturer did not use this type of question | | |
| Socratic question | <p>You know it is funny when I meet the person. It looks like I know him but I'm not sure I know him but his face not strange. Fortunately, he came to me and greet me. He said "we meet in the international Seminar" and I asked him. "How can you recognize me?" "I got no reason to forget you just because you are very handsome", how do you recognize someone in order that you can easily remember them?</p> | <p>I think very easy if the person is beautiful. It touches my heart and always remember (said one of the students), Appearance (said one of the them), body (said one of the them), measurement (said one of the them), accessories, sir (said one of the them)</p> | 3.1.05 |

Similarly, in the other utterance, the lecturer used polar closed question to make sure about what the students should do. For example, you know what to do? (See 4th observation of class A utterance 66 extract 8.4). Furthermore, polar closed question use to confirm about the student's answer. As an example, is that right? (See 1st observation of class A utterance 94 extract 1.8), so you say go rollerblading? (See 4th observation of class B utterance 45 extract 8.3), is that right? (See 2nd observation of class A utterance 18 extract 2.1), the student's response are; yes, right? (See 2nd observation of class A utterance 17 extract 2.2) this suitable with the theory of Jim Scrivener that is Polar closed question can be used to confirm toward students' condition or duty.⁵ As the interview with the lecturer, the lecturer must use this kind of question because it is used to ensure about the readiness or certainty of each answer of the students so that the students can decide to take the step. As the interview with the students, this type of question was used by the lecturer just to ensure so that they can decide whether they can do or not. It deals with the theory of Matthew S. Drayer polar questions are one to which the expected answer is the equivalent of "Yes" or "No" to cover the students in.⁶ Stephen von Tetchener, in some instances the ability to provide a yes/no response is a positive step forward and should not be devalued or stopped to put the effect.⁷

b. The use Closed question and its effect

⁵Jim Scrivener. *Classroom Management Technique*. (UK: Cambridge University Press.2012)

⁶Matthew S. Drayer, *Polar Question in Teaching Learning* (UK, TWAC Press 2005).

⁷ Stephen von tetcher, "Institute of psychology of Oslo, Norway: International journal of disability, Development and Education" *Interacting with People who have Severe Communication Problems: Ethical Consideration*. Vol. 46 No, 4, 1999

This is a question that often asked by using WH-question (e.g. what, who, whom, where, why, how.) this is called closed question because there is typically one correct answer or very limited number of limited answer. In the transcription, the examples are: where do you know the measurement? (See 3rd observation of class B utterance 09 extract 7.1), what time do you watch sport? (See 2nd observation of class B utterance 53 extract 6.5). In this utterance the lecturer elicits the students with a question about the habitual activity of the student which means the answer will be limited to what the student's habit. Similarly, in the utterance "what time do you play music?" (See 2nd observation of class B utterance 59 extract 6.5), what is your name? (See 1st observation of class A utterance 13 extract 1.1)

In addition the closed question is used to ask about the factual fact and information that may students already know whether from article, previous meeting material etc. as an example: What is the name of the song that we have last week?" (See 2nd observation of class A utterance 02 extract 2.1). In this initiation the lecturer elicit student with the question about the factual information that the student got in the previous meeting. In the other word, mostly the utterances in the form of closed question are questioning about the answer of exact information. Thus, the student's responses are based on the factual information that they knew⁸.

Furthermore, what make closed question and closed question are different is the expected answer from both of the question. Marzano emphasises that in

⁸Matthew S. Drayer, *Polar Question in Teaching Learning* (UK, TWAC Press 2005)

polar closed question the response is only in the form of yes or no answer. However in the closed question are in the form of word or sentence which contain an information and fact⁹.

c. The use of Open question and its effect

This question can let the students to answer in different ways; there will be some possible answers that may be occurred. As in the transcription, the lecturer utterances that used closed questions are: can you tell me how can you introduce someone? (See 1st observation of class A utterance 03 extract 1.1) in this utterance the lecturer initiated the student to answer the question based on the knowledge and the experience that the students have. Of course the answer will be based on the student experience that may vary. This is as what Kuszak state that the open question will give more opportunity to initiate the student answer¹⁰. In the other hand, the lecturer used the Open question to stimulate the students in order to use their thinking skill so that the students follow where the lecturer invites them to think more. An instructor uses this question that will require the student to use the thinking skills that he or she is trying to develop.¹¹ As the interview with the lecturer, this type of question used dealing with the material that will be given. In hope that all students feel appreciated by the lecturer to join whole class activities

In addition, open question can be used as a means of encouraging student involvement during the teaching-learning process by recalling their knowledge

⁹ Robert J Marzano et al, *Classroom Interaction that Works.* (USA, ASCD 2001)

¹⁰ Frank J Guszak, *lecturer questioning and reading* (University of Texas 1976)

¹¹ <http://citl.illinois.edu/teachin-resources/teaching-strategies/questioning-strategies>. Accessed on 30/07/2016.

and experience. As an example: How can you recognize someone in order that you can easily remember? (See 3rd observation of class A utterance 04 extracts 3.1). can you tell me what the aspects to introduce someone? (See 1st observation of class B utterance 03 extracts 5.1). Responding toward this question the student' answers will be vary based on the background knowledge and their daily life experience. For example, age, number of children, salary, measurement(See 3rd observation of Class A utterance 5 extract 3.1).

Moreover, Osman and Hannafin found that open question invite more response from more students since the question usually contains flexible answer¹². The flexible answer tends to encourage student to response. As an example in utterance 22 extract 4.2 (See 4th observation of class A) “what kind of sport that you can say with play? The response is almost from the whole class that is “football, tennis, badminton, volleyball. In the other word, open question initiates the students to actively involved in classroom activity especially for inactive student¹³.

However, mostly the open question in this class are questioning that the answer only in form of word or simple sentence. As a result the student participation is not optimal particularly in practicing the speaking. this is matched with Tica research that mostly the lecturer question are in the form of questioning that demand simple answer¹⁴. For this reason, the lecturer should

¹²Mohamet E Osman & Michael J Hannafin, *Effect On Advance Organizing Questioning and prior knowledge in science learning*, (USA. Florida State University. 1994)

¹³Francesco Fillipone, *Questioning at Elementary Level* (ERIC 1998)

¹⁴Teressa Pica.(1994) ‘*Questions from the language classroom: research perspectives*’, TESOL Quarterly

provide student with an elicitation that enable them to practice speaking and encourage their involvement such as by using high leveled question¹⁵.

d. The use of Socratic question and its effect

Socratic question is one of the way how the lecturer can use to elicit the students, it can lead the students to realize or discover something for themselves, it is possibly something that they did not fully know aboutor they may do something contradicted, inconsistency, or false assumption in their understanding.¹⁶ In this case, the students need to increase thier knowledge for what they know about. Inhence, the lecturer should clarify by using the Socratic question here. For example: you know it is funny when I meet the person. It looks like I know him but I'm not sure I know him but his face not strange. Fortunately, he came to me and greets me. He said "we meet in the international Seminar" and I asked him. "How can you recognize me?" "I got no reason to forget you just because you are very handsome", how do you recognize someone in order that you can easily remember them? (See 3rd observation of class A utterance 3 and 5 extract 3.1). In this question, the lecturer elicited the students by telling his experience about someone who knew him. This elicitation enabled the students to recall their experience or knowledge. As a result, the students would be answered based on the experience that they underwent. As an example: I think very easy if the person is beautiful. It

¹⁵Rebecca Oxford.*Language Learning Strategies: What Every Lecturer Should Know*, Boston, MA: Heinle and Heinle(1990)

¹⁶Jim scrivener. *Classroom Management Technique*. (UK: Cambridge University Press.2012)

touches my hearth and always remember. In this case, the students answer whether could be from the lecturer experience background or their own experience. So, the utterance used to elicit the students' response by using Socratic question matched with what Scrivener proposed dealing with expected response.

Accordingly, based on the interview from the students, this kind of question encouraged the students to have longer and more responses. This is what as Oxford assumed that Socratic question is one of the way how the lecturer can use to elicit the students, it can lead the students to realize or discover something for themselves.¹⁷ Therefore, the lecturer needs to extend the use of this question in order that, students have opportunity and motivation to participate during the class activity.

e. The use of Catalytic question and its effect

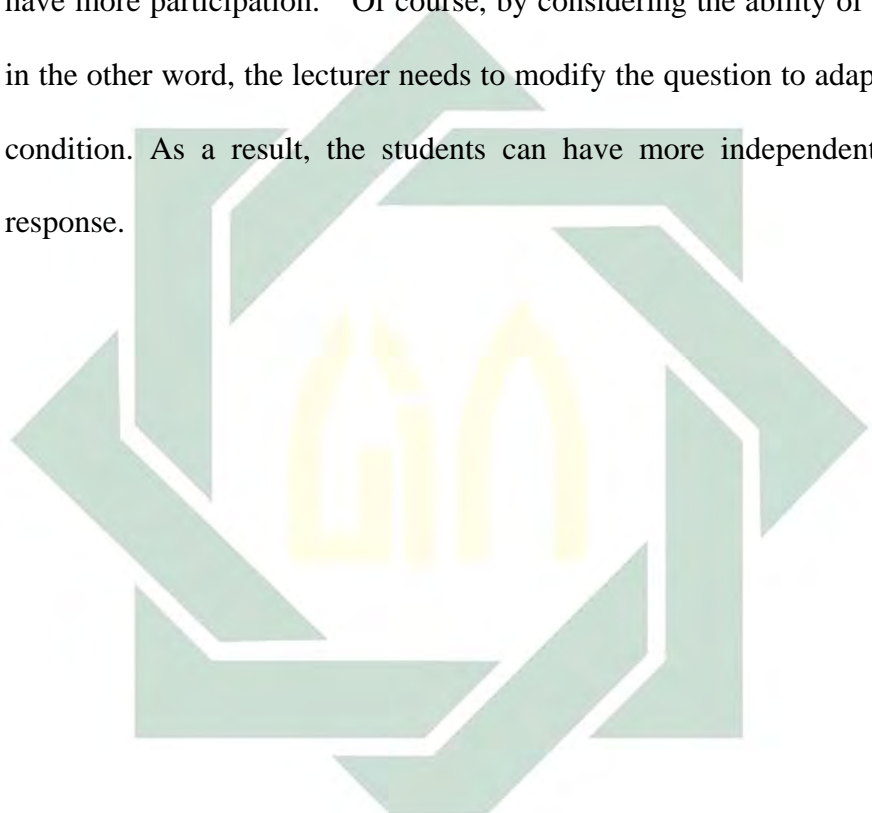
Catalytic question is lecturer's agenda that implemented in his/her teaching activities where that leads to the way and controls something happen in the class. In this case, the lecturer should plan the lesson activities, structure and instruct through the lesson or in other word, it is based on what the lecturer wishes to implement the catalytic question in the classroom activities that decide and guides.

In the finding, after detailed search to the data through the transcription, the researcher did not find this type of question during the teaching-learning whether class A or B. According to the lecturer from the

¹⁷Oxford, R. *Language Learning Strategies: What Every Lecturer Should Know*, Boston, MA: Heinle and Heinle(1990)

interview, the absence of the catalytic question is because the students are still in the low proficiency of English that would be difficult to invite them for longer participation.

In the other hand, Scrivener suggest to use this kind of question for the reason of seeing the expected response of the students' that make them to have more participation.¹⁸ Of course, by considering the ability of the students' in the other word, the lecturer needs to modify the question to adapt to the class condition. As a result, the students can have more independent and longer response.



¹⁸Jim scrivener. *Classroom Management Technique*. (UK: Cambridge University Press.2012)