

**ELICITATION QUESTIONS USED BY PRE-SERVICE
TEACHER IN FACILITATING HIGH-ORDER THINKING
SKILL**

THESIS

Submitted in partial fulfillment of the requirement for the degree of
Sarjana Pendidikan (S.Pd) in Teaching English.



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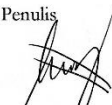
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ABSTRACT

Perkasa, Ikhlas Abdi (2020). *Elicitation Question Used By Pre-service Teachers In Facilitating High-Order Thinking Skills*. English Teacher Education Department, Faculty of Education and Teacher Training, State Islamic University of Sunan Ampel Surabaya. Advisor: Rizka Safriyani, M.Pd, Rakhmawati, M.Pd
Keyword: Elicitation, Elicitation Question, High-Order Thinking Skills

Many strategies are used by the teacher to describe the material. An elicitation question is one of the most popular strategies. Researchers are therefore interested in collecting information on the elicitation questions used by teacher candidates in the UIN Sunan Ampel Surabaya Department of English Education. The analysis uses a qualitative approach. 10 lessons and teaching videos are from students as pre-service teacher. Based on the findings and the discussion, this study identified 6 types. Asking questions listed (5;18%), elicitation questions combined with pictures or photos (8;29), elicitation questions combined with games (7;25%), elicitation questions combined with dialog and text (5;18%), Transformation (2;7%) and monologue (1;3%). To answer the second research question, the researcher found 11 (35%) levels of cognitive domain; knowledge used by students as pre-service teacher. Then 8 (25%) cognitive domain level; comprehension dependent on teaching video practice. Followed by 9 (26%) at cognitive domain level; application used by students as pre-service teacher. The last based on finding and discussion is cognitive domain level; Analysis of 4 (13%) and cognitive levels; synthesis of 2 (6%).

ABSTRAK

Perkasa, Ikhlas Abdi (2020). *Elicitation Question Used By Pre-service Teachers In Facilitating High-Order Thinking Skills*, Prodi Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, Universitas Islam Negeri Surabaya.

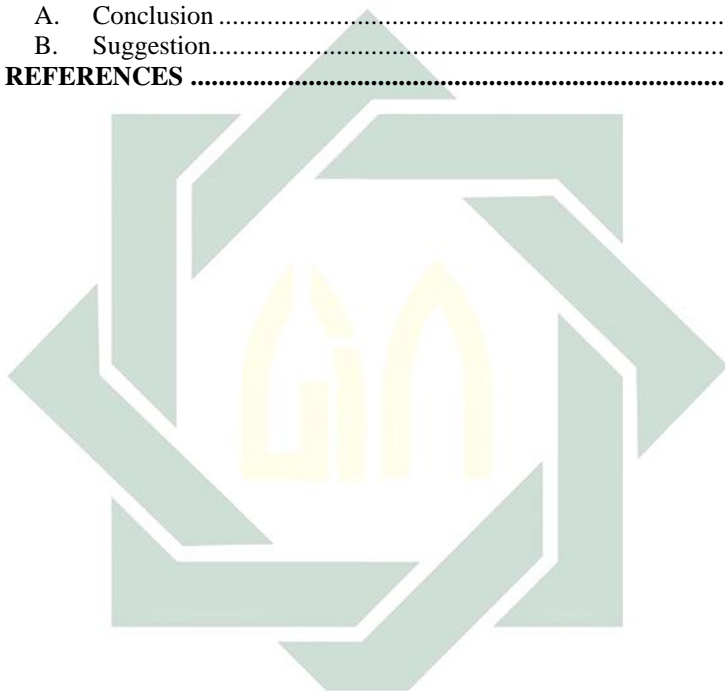
Kata Kunci: *Elicitation, Elicitation Question, High-Order Thinking Skill*

Banyak strategi yang digunakan guru untuk mendeskripsikan materi. Pertanyaan elisitasi adalah salah satu strategi paling populer. Oleh karena itu peneliti tertarik untuk mengumpulkan informasi mengenai pertanyaan elisitasi yang digunakan oleh calon guru di Jurusan Pendidikan Bahasa Inggris UIN Sunan Ampel Surabaya. Penelitian ini menggunakan pendekatan kualitatif. 10 pelajaran dan video pengajaran berasal dari siswa sebagai guru pra-jabatan. Berdasarkan temuan dan pembahasan, penelitian ini mengidentifikasi 6 jenis. Mengajukan pertanyaan terdaftar (5; 18%), pertanyaan elisitasi dikombinasikan dengan gambar atau foto (8; 29), pertanyaan elisitasi dikombinasikan dengan permainan (7; 25%), pertanyaan elisitasi dikombinasikan dengan dialog dan teks (5; 18%), Transformasi (2; 7%) dan monolog (1; 3%). Untuk menjawab pertanyaan penelitian kedua, peneliti menemukan 11 (35%) tingkat ranah kognitif; pengetahuan yang digunakan oleh siswa sebagai guru pra-jabatan. Kemudian 8 (25%) tingkat domain kognitif; pemahaman tergantung pada pengajaran praktik video. Diikuti oleh 9 (26%) di tingkat domain kognitif; aplikasi yang digunakan oleh siswa sebagai calon guru. Tingkat domain kognitif; Analisis 4 (13%) dan tingkat kognitif; sintesis 2 (6%).

TABLE OF CONTENTS

TITLE SHEET	1
PERNYATAAN KEASLIAN TULISAN	i
ADVISOR APPROVAL SHEET	ii
EXAMINER APPROVAL SHEET	iii
LEMBAR PERSETUJUAN PUBLIKASI	iv
ABSTRACT	v
ABSTRAK	vi
TABLE OF CONTENTS	vii
CHAPTER I	1
A. Background of Study.....	1
B. Research Questions	7
C. Objective of the Study.....	7
D. Significance of the Study.....	7
E. Scope and Limitation of the Study	8
F. Definition of Key Term	8
CHAPTER II	11
A. Theoretical Framework	11
1. Definition of elicitation questions.....	11
2. Type of elicitation questions	12
3. High-Order Thinking Skills.....	23
4. Bloom Taxonomy	26
B. Previous Study	33
CHAPTER III	36
A. Research approach	36
B. Subject and setting of the research	36
C. Data and Sources of Data	37
D. Research Instrument	37
E. Data Collection Techniques.....	38
F. Data Analysis Technique	40
CHAPTER IV	43
A. Research Findings	43
1. Types of elicitation questions that pre-service teachers used to facilitate High-Order Thinking Skills at Universitas Islam Negeri Sunan Ampel Surabaya.....	43
2. Level of Cognitive domain to Facilitate High Order Thinking Skills based on Bloom Taxonomy	66
B. Discussion.....	85

1. The types of elicitation questions that pre-service teachers used to facilitate High-Order Thinking Skills at Universitas Islam Negeri Sunan Ampel Surabaya	85
2. The levels of cognitive domain in facilitating high-order thinking skill used by-pre service teacher through questioning	89
CHAPTER V.....	93
A. Conclusion	93
B. Suggestion.....	94
REFERENCES	96



CHAPTER I INTRODUCTION

This chapter addresses the concept of researchers to decide to carry out this analysis. It starts with the clarification of the conduct of this study. Research questions to answer to the cases and therefore the purpose of the analysis to explain the reasoning of the researchers. In addition, the significance of the study, scope and limits and the definition of the key term with useful information are also given.

A. Background of Study

The purpose of teaching is process in giving and transferring the knowledge, information, material through oral or written activity. The process of teaching be able to apprehended in everywhere provided that teacher be capable of give the knowledge and the students know how to understand and comfortable in teaching process. In the classroom, teacher is the main person to facilitate the students; the main speaker to delivering several in formations related to the material, class leader to oversee the classroom area in order to make effective teaching-learning process achievable. In Indonesia, English is a foreign language and all levels start at elementary school until high school learns English as the main subject. Meanwhile, it should be learned for everybody especially Indonesia students. Then, the English language has the functions in teaching learning process: a) Student can reform their ability to communicate using English, b) Student may arise with consciousness of the nature and significant of English as foreign language bring into being prominent tool of learning¹.

As a major tool of learning, a elicitation questions for students has increasingly become to find out the knowledge about material that become a topic that held in the classroom. Using elicitation question is to measure and assess how much of the material can understand by students, and how students are reaching the goal and objective in the classroom. In addition, the purpose of elicitation question in the classroom to control and investigate students'

¹ Roy, B Chintya. 2005. *Advances In Teaching Sign Language Interpreters*. Washington, D.C. 20002 <http://gupress.gallaudet.edu> Accessed on 2019-04-26

knowledge of something to determine students' comprehension that has been learned.

Elicitation questions is strategy that used by teachers in the class to build participations in teaching learning English in the class. Walsh states that Elicitation since strategy used by teachers to obtain learners comprehension. In short, there are approaches used by teacher through the lesson to obtain information about student's comprehension². By using elicitation questions, teacher can stimulate students in the classroom that related with the material, get experiences from the student, teacher also can get any ideas from the students and teacher can make active in the lesson by interaction through elicitation questions. Using elicitation questions is the main part to start any lesson or activity of classroom teaching and is the one of strategies to reaching the goal and objective³. By using elicitation questions, teachers' want to measure the students' knowledge before and get students responds that related with the main topic. Furthermore, teacher may check student's comprehension that apprehended in the classroom through elicitation questions.

As explained before, giving elicitation question for students is the one of strategies in teaching learning process and, it needed an effort to making great move in making elicitation and helps the students to reach learning objectives. To measure student's comprehension and responds through elicitation it can be in the questioning and test in a productive way. In addition, giving elicitation questions as the tool to assess and evaluation the students' knowledge that appropriate with material and learning objectives. In the other hand, it stated in the 2013 curriculum that the measurement and evaluating students in the learning process are using authentic assessment⁴. Authentic assessment can be the one way to help the teachers in getting information that related with students' comprehension. The authentic activity can give several activities with High-Order Thinking Skills as well. To get constructive activity

² Alsubaie, Shuruq. 2015. *An Analysis Of Classroom Discourse: Elicitation Techniques In Efl Classrooms. Language Instructor*, ELI, University of Jeddah, Saudi Arabia.

³ Brock, C.A . 2008 *The effects of Referential Questions on ESL Classroom Discourse*. (Cambridge University Press 1986). 101.

⁴ Permendikbud Tahun 2016 No. 22

with high-order thinking skills here are means the questioning in short that are going to asked for students to think critically and get the responds that can be expended with longer explanations. The information that gets from questioning which is asked students to think significantly are stimulates high-order thinking skills. If teacher asks the students and gaining several responses in significant or innovative, it is with the intention of the questions are high-order thinking skills. Next, authenticity mean as questioning that close with students' life, it can be help the students to think critically and productive way to answer with their experience and knowledge that students have in the past or previous event. For example, in studying English, the students should be mentioning several cases recently that related with main topic that held in the classroom.

If elicitation questions to facilitating high-order thinking skill direct to the teachers' goals, it should be attach to students' cognitive domain. Framework of cognitive domain can be help educator to measure a questioning level to facilitate high-order thinking skills and Bloom's taxonomy knows since the comprehensible taxonomy in identifying the cognitive level⁵. There is six level based on Bloom's Taxonomy. The first one, two, three level knows as remember, understand and apply shows that lower level. While the level four, five and six are analyze, evaluate and creates that showed high level. Bloom's taxonomy may assist measurement through questioning appropriate with the point of complexity⁶.

There are many ways in this era to become an English Teacher especially practicing elicitation questions as a productive way of learning. The students of English Teacher Education Department UIN Sunan Ampel Surabaya be supposed teach and delivering the material likes a real teacher in school. This study chose Islamic State University of Sunan Ampel student faculty as the subject, because it is being established by the Islamic State Institute as a World Class University in 2013. There have been three aspects which are relevant to confirm as World Class University. They are (a) a greater level of talent (faculty and students), (b) quantity of assets and (c) favorable

⁵ Anat Zohar. 2004 "*Students' Learning and Teachers' Professional Development*". (Springer Science + Business Media B.V), p.1.

⁶ Susan M Brookhart. *How to Assess Higher-order thinking skills in your classroom*. (United States of America: ASCD Publication, 2010), 39.

governance characteristics⁷. Thus, in order to compete internationally, UIN Sunan Ampel Surabaya must be a World Class University. In order to become a World Class University, Sunan Ampel Surabaya Islamic State University must also provide public evidence. The Education and Teacher Training Faculty has to demonstrate publicly that teacher results are indeed eligible as a teacher candidate in the schools, a favorite factory in the Islamic State University of Sunan Ampel based upon their enlistment. This problem involves one of the reasons that attracts international students to study on Sunan Ampel UIN Surabaya, the English Teacher Education Department, who benefits from the language on which their focus. In English teacher Education Department of UIN Sunan Ampel Surabaya, the course in how to be a good teacher has been taught in the 6th Semester of the Teaching Practice Class. Most students use the elicitation method in teaching practice as a pre-service teacher. Based on the researcher experiences as pre-service teacher, using elicitation questions in has been taught at Classroom Management course. It means that students are able to apply several methods in teaching practice 1 class as pre-service teacher. Although the students as pre-service teachers have already knowing about the theory in previous semester, it does mean the students as pre-service teachers can practice this theory especially micro-teaching as a preparation for the real teachers. In addition, there are several concerns that impact students as pre-service teachers in Micro-Teaching class, such as making lesson plans and implementation in the classroom, such as presenting the material to be taught, planning relevant and material-related questions, assisting students with graded activities/questions categorized as high-order thinking skills. Organize strategy for increasing the engagement of students in class. Giving elicitation is a vital aspect of teaching in the classroom and is one of the teaching strategies to achieve the goal of teaching in the classroom⁸. Pre-service teacher needs to get the students' responses, and the first move is to answer the questions. Via clear conversation and frequent contact, pre-service teachers are likely to be able to get

⁷ Jamil Salmi. 2009. “ *The Challenge of Establishing World-Class Universities*”. (Washington, DC) p 7.

⁸ Kindvatter, R.W., Willen and M. Ishler. *Dynamics of Effective Teaching*. (New York: Longman Press, 1988), 36.

students to respond to what teachers want. Pre-service teachers are likely to be able to assess the student's experience and comprehension of the subject matter. Giving elicitations is an effective strategy to test initial student thought and to prepare follow-up lessons due to this Elicitation Questions are often known as a pre-assessment strategy for the teacher. The 6th semester students taking Microteaching class or PPL 1 are practicing pre-service teachers. This class is conducted in a faculty that has made its own friend into a student. Typically, the Microteaching class comprises 12 student teachers. Microteaching classes are becoming necessary in order to train students for real teaching practice; PPL 2. In this Microteaching class, students are asked to prepare a lesson plan and to have a limited teaching duration of about 20 to 30 minutes⁹.

Elicitation questions has become an important aspect of teaching-learning process because it gives the strategy or the ways for teacher to find out information about student that already know and need to know. Kindvatter stated that elicitation is to evaluate students' comprehensions and enhances students thinking critically in the classroom.¹⁰ This phenomenon has been proven with several research that bring the main topic or study that explain about elicitation questions. First researcher entitled "Elicitation Technique Used at SMAN 3 Semarang. Based on the research clarify that about the elicitation techniques to support students talk. After that, the topic is teachers, the target of previous researchers on how elicitations make it easier for teachers to help student conversations, while the present research focuses on the types of elicitation issues that students use as a pre-service to promote high-order thinking skills.

Moreover, there are other researches that stimulate the process of English teachers' in provide elicitation questions entitled "The English teachers' skill in giving elicitation question in classroom at SMK Pembangunan Laboratorium UNP" this review on the elicitation function agreed with the students and examined the types of elicitation, while the researcher focuses on the elicitation query

⁹ IAIN Sunan Ampel Surabaya. 2013 "*Panduan Penyelenggaraan Pendidikan Strata Satu (S1) Tahun 2013*" (Surabaya: IAIN Sunan Ampel), p.121.

¹⁰ Kindvatter, R.W., Willen and M. Ishler. *Dynamics of Effective Teaching*. (New York: Longman Press, 1988), 36.

used by the pre-service instructor to promote high-order thinking skills..

The last research entitled “Teachers elicitation questions in English Class at MAN Sidoarjo”. This study concerned about how the teachers stimulate several type of elicitation question. While the researcher focuses on elicitation questions types that used by pre-service teachers to facilitating high-order thinking skill and the challenged faced by students as pre-service teacher to stimulate questioning in facilitating high-order thinking skills. The present research focuses on how teachers using elicitation types in facilitating high order thinking skills and this elicitation technique not only just asking question directly but also in written and oral test activity.

From the explanation above, the researchers decides to analyzing topic about elicitation questions and the title is “Elicitation Questions Used by Pre-Service Teacher Facilitate High-Order Thinking Skills”. The researcher aims to identify elicitation questions while teaching belongs to six semester students as pre-service teacher at classroom teaching practice 1 and wants to know about the problem in making questioning to facilitating high-order thinking skill. Furthermore, elicitation questions are the strategy of the teacher in the classroom to inspire students in various activities and teachers should be able to plan all high-quality activities with various questions. Pre-service teachers train as true teachers in the micro-teaching class and practice in the planning of real classrooms, real environments and students in all situations, depending on the current context. English Teacher Education Department as the one of major that should be train the students to teach English as foreign language with productive way, especially in how the students’ as pre-service teacher in practicing in the school. In Addition, it is the class of preparation to become the real teacher in school. In that school, students as pre-service teacher face the real problem and the real students, it is important for students as pre-service teacher designing elicitation questions for real teaching. Therefore, students as pre service teacher and students as candidate teacher in the future should be able to using elicitation question to facilitating high order thinking skills.

The aim of the study is to examine the types and categorizations of teacher elicitation questions in order to facilitate high-order thinking skills, while the other researchers mainly address how

the elicitation questions improve student conversations in the classroom and show the elicitation questions types during the lessons, explain the process of all English teachers, and explain how English does, there is no debate as to how the degree of questioning promotes high-order thinking skills. That difference between these two terms studies is the study's emphasis on how elicitation-related questions promote high-order thinking skills and the obstacle of questioning theory based on Bloom taxonomy. In addition, the researcher also needs to discover the level of questioning in order to facilitate high-order thinking skills. The researcher doing this research ought to be to make students focus on the use of elicitation questions as a pre-service teacher.

B. Research Questions

The researcher clarified the research question in the previous section according to the background of the study:

1. What are the types of elicitation questions in facilitating high-order thinking skills used by pre-service teachers?
2. What are the levels of cognitive domain in facilitating high-order thinking skill used by pre-service teacher through questioning?

C. Objective of the Study

The researchers' purpose to:

1. Describe the types of elicitation questions in facilitating high-order thinking skills used by pre-service.
2. Describe the level of cognitive domain by pre-service teachers to facilitate high-order thinking skill through questioning.

D. Significance of the Study

This result is supposed to maintain benefits for students as pre-service teachers, teachers and other researchers.

This study results may be used for college students that wants to know about elicitation questioning types based on Adrian Doff and Penny U.R. This theory may be practice as techniques to stimulate questions level based on Bloom's Taxonomy Revised Version especially for preparation as become a good teacher in giving elicitation through questioning to facilitation high-order thinking skills. This researcher hopes the result can helped their problem and give them solution.

The researcher hope this thesis may be used to making and stimulate elicitations to facilitating high-order thinking skills and give them additional information that can used based on the situation/problem in their school.

The big hopes for the researcher, this thesis can be a reference to other research in analyzing elicitations questions in facilitating high order thinking skills and same topic in facilitating high-order thinking skills.

E. Scope and Limitation of the Study

The scope of this study is about teacher's elicitation question. it looks for types of elicitation question and analyze level of cognitive domain in facilitate high-order thinking skill. Types and English teachers' way to use elicitation question are the scope of this research. The types that are scope of the research are elicitation question with 5 combinations based on Adrian Doff; they are elicitation with asking question, elicitation question combined with pictures, elicitation question combine with game, elicitation question combine with dialogue and elicitation question with nonverbal language and elicitation question types based on Penny U.R. They are; question and answer, true/false, multiple choice, gap filling and completion, matching, dictation, cloze, transformation, rewriting, translation, essays, and monologue. In addition, to analyze the level of cognitive domain in facilitating high-order thinking skill through questioning, the theory of Bloom is used. Higher order thinking skills are available on levels 1, 2, 3, 4, 5 and 6 in Bloom's taxonomy theory.

Student teachers in the Microteaching class of the State Islamic University of Sunan Ampel Surabaya in the academic year 2018/2019 are the limits of this study. The researchers would obtain the data for only one class from nine classes with four different lecturers.

F. Definition of Key Term

This explanations is to gain same perception and avoid misunderstanding when read this research, the researcher giving the explanation as follow:

1. **Elicitation**

Elicitation is a strategy of drawing something out, of displaying a response¹¹. In this study, elicitation is an opportunity for students to demonstrate their thoughts, minds, and arguments by questioning teachers.

2. **Elicitation question**

Seek guidance to illustrate the information needs, knowledge state and intentions of speakers as people participate in dialogs in pursuit of information¹², In this study, elicitation question offers an opportunity for teachers to engage students in the initial learning process.

3. **High Order Thinking Skills**

The high order thinking skill are defined into three groups, explained by Susan M. Brookhart; (1) transfer, (2) critical and (3) problem-solution¹³. In this research, higher-order thinking skills include critical thinking, creative thinking and problem solving as the diverse forms of thinking.

4. **Bloom's Taxonomy**

Bloom's taxonomy is a structure for the categorization of educational objectives¹⁴. In this study, Bloom's taxonomy describes the cognitive process category of learning purpose and evaluation. The updated version of Bloom's taxonomy has six levels;. The six levels; knowledge, comprehension, application, analysis, synthesis, evaluation

5. **Pre-service teacher**

Pre-service service teacher means as college students who are train to get student teaching experience for teaching as preparation become a real teacher in the real school¹⁵. In this

¹¹ Rick Rosenberg. 2009 “*Tools for Activating Materials and Tasks in the English Language Classrooms*” English Teaching Forum. No.42009. p.1

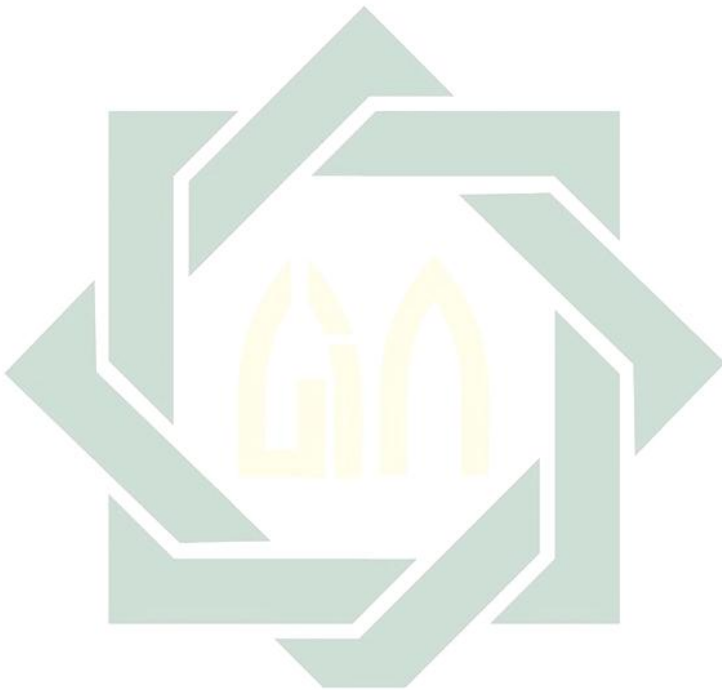
¹² Wu, Mei-Mei, Ying-Hsang 2003 “ Intermediary’s information Seekings, Inquiry minds, and Elicitations Style.” *Journal of the American For Information science and Technology*. Proquest Publication Vol.54 No.13 October. P. 4

¹³ Susan M Brookhart. 2010 “*How to Assess Higher-order thinking skills in your classroom*. (United States of America). p.3

¹⁴ L. W. Anderson. 2001 “*A Taxonomy For Learning, Teaching And Assessing*”. (New York),p. 4

¹⁵Johnson, J and Perry. 1967. “*Readings in Student Teaching: For Those Who Work With Students*”. IOWA: WM. C. Brown Co.inc

research, the students are pre-service teachers named as Teaching Practice 1 or Micro-Teaching 1 course in UIN Sunan Ampel Surabaya



CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter discusses reviews interrelated to the research that present four aspects, those are: definition of elicitations techniques, type of elicitations questions, high order thinking skills and bloom taxonomy. Also, several previous studies to the field of linguistics that are going to published.

A. Theoretical Framework

1. Definition of elicitation questions

Elicitation as procedure to gaining information through several act and designed to asked person produce speech or written. For instance, describe a picture or tell the experience. In other words, teachers commonly use elicitation to gaining students' knowledge before teacher explain the main topic, gaining students' knowledge during the lesson and asking about what students know/needed to know. In teaching and second language research, the same techniques commonly are used to get a clearly point of learners' abilities of interlanguage than a speech that occurs naturally or written¹⁶. In Addition, Jim Scieverner state that elicitation is figure out the formation, ideas, language, gesture from students during lesson. Starting about what students know to begin a new task. Build participation within question-answer activity to create new atmosphere in the classroom is more effective rather than give students simple instruction without clear activity. Jim Scieverner also stated that common step to start elicit students; the first is delivered the idea for students by using productive ways and then teachers supply the example of appropriate with language and information that related with idea before, and the last is give feedback for students based on the task before¹⁷

¹⁶Alsubaie, Shuruq. 2015. *“Elicitation Techniques In Efl Classrooms. Language Instructor”*, ELI, University of Jeddah, Saudi Arabia

¹⁷Scieverner, Jim. 2010 *“Learning Teaching: The Essential Guide To English Language Teaching”* Macmillan books for teachers. p. 73

Based on explanation above, elicitation is strategy to find out several ideas, language, information or etc. Elicitation make students actively in the classroom with meaningful interaction that related material through productive ways. Productive ways include how teacher deliver the material using picture, gesture or question with appropriate language. In this case, feedback for students is also necessary because student need correction about the material or topic that discusses in order to become a meaningful interaction and meaningful discussion.

2. Type of elicitation questions

To use elicitation questions, writers need to cover some types of elicitation which can be included as appropriate questions. Some experts have argued the types of elicitation through several ways. In this case, elicitation can be concluded as the types of elicitation questions in used in the classroom.

A question is any sentences that have interrogative form or function. In classroom activities, teachers questioning defined as instructional way to deliver the idea or content that should students learned. The purpose of elicitation questions including; developing interesting and build participation for students to act actively during the lesson. Evaluate students' knowledge before and asking them to think critically. This activity may a simple question about the subject matter, or may require short or long answer and interviews. This types often held in whole test activity in language skills. These can be used to test anything that related with the materials.

a) Asking questions

Ask question as general methods being used by teacher to encourage students to effectively interact and engage in the classroom. Asking question may stimulate at any stage of the lesson. In short, asking questions is the primary way for gaining information and get actively responses from the students. Moreover, Darn stated asking question as an important tool to manage the class, figure out creative ideas, improve learners' participation and increase

understanding.¹⁸ In addition, this is the basic technique for asking question to elicit and gain information from students and it can take place at any stage of the lesson in order to engage student with content, increase participant comprehension in the classroom.

b) Asking questions combined with pictures

Picture as interesting tool designed for introducing topic through questioning and it may collect from textbook or any supplementary source. By using picture though questioning teacher can catching students' intentions, imagination, motivation and curiosity through this way. Adrian Doff stated that teacher can use picture to convey the idea, set the question combined with using pictures. This picture can stimulate the students' imaginations and create a new idea because the teacher let them free to think what will happen. Teacher may provide a picture first that related with main topic during the lesson and then ask them with various questions that support with the fact to motivated students to respond. Analyzing photo is good presentation and helps the students' to leave a good idea through their opinion.

In short, this activity can be used as a good way and help by the picture as a good media to activate students thinking critically.

c) Asking questions combined with games or activities

Games or activities are entertained to introduce for students, challenging them to improve students' participations and giving them chance to play during lesson. Lee indicates that possible to learn other language and plays at the same time¹⁹. In addition, Wright claims that learn about language as foreign language needs more effort and games may support students' interest.²⁰ Furthermore, teacher should be creative in invite students to join the

¹⁸ Darn, S. 2008. *Asking Questions*. The BBC and British Council. <http://www.teachingenglish.org.uk/articles/asking-questions>

¹⁹ Lee, K. (1995). "From Creative Games for the Language Class". Forum, 33 (1). Retrieved from <http://eca.state.gov/forum/vols/vol33/no1/P35.htm>

²⁰ Wright, A. Betteridge, M and Bucky, M. 1984. "Games for Language Learning". Cambridge: Cambridge University Press.

activity. Games and activities may help teacher create a fun classroom, it means games and activities in this era as the one of strategies to encourage students' participation with content that useful and meaningful. Concerning about benefits using questioning combined with games or activities.

In conclusion, asking question mixed with games or activities as approach to encourage students' attention and motivation. In case that games or activities are completely discover students' necessary and reliable for students that close to the real world, giving opportunity to practice new ability in learning English as foreign language

d) Asking questions combined with texts and dialogues.

Teacher may use text and dialogue to gaining several knowledge, comprehension and ability from students. Teacher can select the text and dialogue from any resource that appropriately with the topic for eliciting students. Text and dialogue generally can found in the textbooks, but in this era teacher can take any resource from internet magazine that shown authenticity and close to the real world. Moreover, Adrian doff stated that text or dialogue have an important role in providing question combined text and dialogue for because teachers should choose carefully about the topic that will bring to the classroom by considering learners style, ability and interest.

In Addition, Richard give some steps to choosing textbook for students. Those are; (1) teacher should be matching the text with the learning objective in the classroom, (2) Teacher should be provide text and that can discover language effectively that related with learning objective in the classroom, (3) text that teacher choose should cover students necessary for learning English as foreign language, (4) text only media for supporting teachers. In the other hand, dialogue may elicit students for certain purpose to students. This research done by Black and state that teacher should focus on closely dialogue and managing classroom to improving students communication, discusses about all reviews of the topic that related with

learning objective²¹. Dialogue may help teachers as a media to supporting learning English as foreign language. Bewley and Smardon add their opinion that was dialogues can stimulus students to talk actively and give teacher to focus on the goal/objective of the learning²². Teachers should be clearly explained for students how the work of dialogue for students during the lesson, how students improve their communication skills to convey an idea, how to thinking critically and give an opinion that related with material and how to develop communication into become good dialogue. In this activity, students can convey the idea/opinion, students can discuss all of the idea/opinion, and students can evaluate the idea/opinion. By using dialogues, students can plan, monitor, redirect and evaluate all of the necessary that appropriate with learning objectives²³.

Based on the explanation above, text and dialogue may elicit students as an appropriate way to discover students knowledge that related with learning objective. In providing text and dialogue, teachers can choose from textbook or any resources such as from magazine, newspaper, and internet. Teacher can developing the topic that appropriate with learning style by asking question combine with text and dialogue to get a respond from students.

e) Asking question combined with non-verbal communication

Non-verbal communication is the one of effective and interesting way to improving students intentions because such gesture, facial expression, body language can delivered a idea or message about what teacher think and and feel²⁴. In addition, non-verbal language categorized as whistling, movement, body posture and tone of voice that could really motivate students to actively pursue the activity during the lesson.. Adrian Doff stated that by using elicitation question

²¹ Black, - Wiliam, D. 1998. *Raising Standards through Classroom Assessment* . London p.18

²² Sue Bewley- Diana Smardon. 2007 “How can dialogue create opportunity for students to think and express their ideas”. (University of London.) p.10.

²³ Ibid.

²⁴ Rick Rosenberg, 2015 “*Tools for Activating Materials and Tasks in the English Language Classroom.*” *Forum of English Teaching-Learning Process* Vol.1. p.3

combined with non-verbal language can stimulate new vocabulary or new structure with attractive way. Through non-verbal language, it can affect the students' intention and attention to follow teachers' instruction that related with learning objectives, and give students new unexpected language item.

In short, teacher as guide to delivered non-verbal language as communication way in purpose to elicit students' attention and intentions, seeking students' curiosity and give them new experience learned English as second language. It can be inferred that asking questions in conjunction with non-verbal language is an attractive way to stimulate students' excitement during the lessons and to get the students' answers.

According to Penny U. R, test that held formal or informal can stimulate students response and should be set of large number from elicitation techniques. Penny describes some types of elicitation techniques as below:

1. True/false

True/false test is fixed response checks for learning that consist of declarative statements that students must judge true or false. In this test, the ability is to identify whether statements of fact are correct. In other words, there are two possible responses from students that for each item that showed as correct or incorrect. True and false may assess student's comprehension, recalling information through many questions from teachers, covering a lot of new idea/contend, and this activity can held with short time²⁵.

In addition, true and false easy to design and may use to assess several skills like listening and reading activity. Through test and false activity, teacher can discover new aspect of language such as new vocabulary, new structure, grammar, and the passage

²⁵ Clay, Ben. 2001. *A Short Guide to Writing Effective Test Question*. Kansas State Department of Education. USA. p.20

from reading and listening section According to Clay Ben²⁶, they state the variations of true and false test as follows:

a) The True-False-Correction Question.

True and false test are presented with a keyword that consist of phrases which is underlined. The purpose true-false-correction question is to determined student's comprehension about the information that exists in false statement. In this activity, students should make a new opinion or structure if the phrases are false and making a new one of ideas or statement that re-presented as true response. This type commonly used to assess students knowledge about grammar and structure because students needs to write a different sentence or phrases but with similar meaning.

In addition, Clay and Ben add several statements about true-false-correct question. They stated teachers should decide a word or phrases that have possible to change in the sentence; if students instructed to make a statement as true response.

2. The Yes-No Variation

In this type of true and false variations, teachers provide three sentences and ask students to respond each item by writing or circling that presented as a true statement. This type generally used to measure how students understood about the passage from teacher instructions or task instruction that held with reading or listening activity. Teachers define into two possible answers that show a true result with yes –no variations and students can recall the information that have a chance as a true statement.

²⁶“.....ibid”. p.25-27

a) The A-B Variation

This A-B Variations is a simple test in classroom, teacher just prepare two possible words that presented as true answer and students forced to answer with word between A and B. The A-B Variations types commonly is used to measure how students knowledge and skills in grammar or structure or used to asses listening passage to answer in blank space or incomplete sentence. Students should be able to determine the true answer and choosing a word that teacher asks.

3. Multiple Choices

The multiple choices item consists of phrases and sentence that is identifies the question or problem that represented as true statement or choices. The multiple choices item asked the one choice that consists of true statement as the best statement, best answer and best completes.

Multiple choice items provide excellent basic for post test or evaluating students during the class. This test can measure how student's comprehension about the material that related with learning objectives. The multiple choices can give teachers point how the students understand and assess them with specific results. But in this era, this is an difficult and need a more time to held multiple choices because to preparing multiple choices, it is need an effort to make a constructive questioning that consist all of material and students usually misinterpretation to answer the question that should be read more to responds²⁷.

In addition, multiple choices have same purposes with true-false items. Those are have an optional statement that should respond and very easy to mark by teachers. It is delivered by written task that consist of

²⁷ Clay, Ben. 2001. *A Short Guide to Writing Effective Test Question*. Kansas State Department of Education. USA. p.13-14

phrases and sentence. The optional level usually four or five possible answer based on students level.²⁸

4. Gap-filling and completion

Gap filling and completion commonly uses to asses student's ability in listening, writing and reading with a specific word or phrases. Teachers provides text or audio that consist of topic and students should be able determine possible word which is need to complete the task. Gap filling and completion items are helpful for calculating data or statements when learners be able to guess a number of terms that can be answered and complete the sentences with sufficient meaning²⁹.

In addition, this test may be used for test vocabulary and grammar in listening, writing, reading skills because students should be able to responds to incomplete a sentence by guessing a word that is possible answer through oral or written task.

5. Matching

Matching test is consisting of stem, phrases, sentences in two column that have possible true statement or right answer³⁰. The student usually reads a column A then read the next column B to respond and seeking the possible answer. Teacher should be provided a text that consist a true statement and false statement and students' jobs is figure out the statement through read all of the optional options based on teacher's instruction

In short, matching test commonly used to testing a new vocabulary and related with written activity, because it is not appropriate with oral activity. Matching test consists of many stem, phrases and sentence and students should be able to understand the meaning of question to figure out possible answer. Matching activity may be held in big group to minimize

²⁸ “.....Ibid”

²⁹ Clay, Ben. 2001. *A Short Guide to Writing Effective Test Question* p.34. Kansas State Department of Education. USA.

³⁰ “.....Ibid”

the time because it needs an effort to responds with true statements.

6. Dictation

Dictation test commonly categorized as assessing listening comprehension. When dictation activity, students usually hearing a passage and students try to remember what the speaker says³¹. In other word, students hear a sentence from the speaker that consist many words in test of listening.

In addition, the purpose of dictation activity is mainly to measure spelling and listening task because basic dictation is oral activity, students should be able to recalling the word from speakers says and produce the word with pronoun that appropriate with speakers says. The teacher may be the main speaker or provided audio that consist of word, phrases, sentences that related with topic.

7. Cloze test

Harmer state that cloze test is pure form that content was deleted and students' jobs is rewriting between 50 until 100 words to complete sentence³². This technique is considered appropriate to test reading. Heaton also state that “perhaps the most common purpose of the test cloze. Furthermore, to assessing reading comprehension, students should aware about cohesion in a text, build the connection of phrases, sentences, and paragraph that consists cloze text. In the last, the additional statement from Heaton is cloze test can be used to testing of reading comprehension in any level start from beginner until advance level³³.

From the explanation above, it can be concluded that cloze test is appropriate for reading activities because the test item is related with how students build the word, phrases, and sentences until paragraph.

³¹ Douglas, H. Brown. 2004. *Language Assessment: Principles and Classroom Practice*. San Francisco, California. p.13

³² Harmer, Jeremy. 2002. *The Practice of Language Teaching*. (Third Edition). England: Longman. p.117

³³ Heaton, J.B. 1991. *Writing English Language Texts*. New York: Longman. p.132

Students should be able to write a word and build a good paragraph that related with learning objectives. The role of teachers in this activity is very important to avoid misunderstanding about meaning of the text.

8. Transformations

According to Chomsky, A transformations is defined by the structural analysis to which is it applies and the structural change that it effects in these strings³⁴. In other word, this test is applied for student in grammatical context. The students change the formations of grammar based on teacher instruction.

In this type, teachers can design easily the form of question that consists of grammar and structure³⁵. A student jobs are transforming the sentence become into new different grammar. In addition, this test commonly used to assess how student work in grammar skills to transform any sentences with different structures based on teacher instructions.

9. Rewriting

Rewriting test almost same with transformations but rewriting more complexity because reflected more knowledge and involved paraphrasing the entire meaning rather than transform sentence. Student should be rewriting to build paragraph and give the differences from original resource or original sentence but has a similar meaning and not changes the basic meaning. From this technique, teacher can increase student's knowledge about grammar and writing skills. The level of students in this activity should be advanced that understand about grammatical rules because the purpose of this item is rewriting the sentence without change the main meaning. Also, student should be able to set a paragraph with paraphrasing.

³⁴ Chomsky, Noam. 1965. *Aspect Theory of Syntax*.

³⁵ Ur, Penny. 2000. *A Course in Language Teaching: Practice And Theory*. Cambridge Teacher Training And Development. New York. p.38

10. Translation

Translation is big part of learn English as foreign language that become our traditions to learn as second language³⁶. But in several countries which is English not taught as native or foreign language, Translation is a complexity communicative tools in context which is the speakers called as Interpreter. In addition, translation in proven as strategy communicative to learn English as second language.

According to Douglas Brown, a translation is way to assess how students produce oral activity or students that given instructions word, sentence and translate it with their way³⁷. In other word, translation is ways to eliciting student's knowledge about how the students speak with target language and teacher expect the students can answer with instant translation. If the students can answer with instantly, written form can be the way to translate target language. In Addition, the students are asked to respond with translations that consist of sentence, passage to or from the target language. This activity often held in mother tongue class or beginner classes.

11. Essays

Essay commonly is good test of general writing abilities. It is easy to provide a topic and tell the class to write an essay about it but making is extremely difficult and tie-consuming³⁸.It must be clear and held in advance class. The class that have been reached in high grammar and writing skills. The benefits from this activity are to demonstrate students' opinion as analytical thinking. Students can write the chances to build opinion, judgment, integrated answer based on topic-based teacher's instructions and held by advance class.

³⁶ Douglas, H. Brown. 2004. *Language Assessment: Principles and Classroom Practice*.. San Francisco, California. p.159

³⁷ "...Ibid"

³⁸ Ur, Penny. 2000. *A Course in Language Teaching: Practice And Theory* p.39. Cambridge Teacher Training And Development. New York.

Based on the explanations above, essay is good ways to elicit student's writing skill, it needs more complexity item such as how to build paragraph and grammar skill become into structure of good essays. But, depth of understanding and difficulties may be having in this type of activity. Teachers can evaluate student's progress through essay test.

12. Monologue/dialogue

Monologue can be introduced as productive ways to elicit students' participations and increase students speaking ability. In this type, teacher provides a authentic topic or idea for students. Then, students build a sentence that discusses the topic with their own language. Then, students should be able write a script.

In addition, this activity is held by advance level that can produce writing skills such as script and practice orally to tell a situation based on topic. For teachers, it easy to held this activity while to assessing students' ability it is difficult because there are many aspects that should be indeed

3. High-Order Thinking Skills

As the goal of teaching-learning process, high-order thinking skill is important for students in purpose to solve problem and thinking critically. There are many experts argued about definitions of high order thinking skills. Krulik and Rudnick giving explanation that there are four level; recall, basic, critical and creative .FJ King, Ludwika Goodson and Farank Rohani also discussed the capacity of higher order thinking to be critical, rational, analytical, metacognitive, and creative thinking. In addition, C.C. Chinedu, entitled "Strategies to Improve Higher Order Thinking Skills in Design and Technology Education Teaching and Learning" explains the high-level thinking ability analyzes information to define the problem, analyzes the problem and generates new ideas based on the problem.³⁹

³⁹ Chinedu, C.C, et.al., "Strategies For Improving Higher Order Thinking Skills In Teaching And Learning Of Design And Technology Education". *Vol. 7, No.2/ December 2015/ ISSN 2229-8932 Journal of Technical Education and Training (JTET) /36*

The higher order thinking skills include: (1) transfer, (2) critical thinking, and (3) problem solving according to the concept of Susan M. Brookhart who described a higher-order thinking ability in the simple definition⁴⁰. In the following discussion, it will be defined one by one;

a. Transfer

Susan M Brookhart concludes that learning for transfer is substantive learning from Anderson and Krathwohl in 2001⁴¹. The definition is learning that will be implemented for students. Applied here, students can make use of the new scenario, move it and explore it. It's a meaningful learning that the students can connect their previous learning to the new problem.

b. Critical Thinking

The critical is derived from the old Greek word, *Kritikos*, which could be judged with meaning. J Butterworth added that critical thinking is also the basis for judgment called knowledge⁴². People not only judge the matter, but still have to recognize the central knowledge of their judgment and provide the supporting justification for it. Cited in The textbook, Norris and Ennis's *How to test higher-order thinking skills* described critical thinking as a "reasonable, reflectionary thinking focused on deciding what to believe or do. In Critical thinking thinking development, students are asked to think in greater depth and to decide a thing more wisely. Stella Cottrell has mentioned that critical thought is a wide variety of abilities and attitudes in a dynamic process of consideration in her *Critical Thinking Development Book*⁴³. In particular, Joe Y. F Lau clarified that the following can be found in critical thinking⁴⁴:

⁴⁰ Susan M Brookhart. 2010 "*How to Assess Higher-order thinking skills in your classroom*". (United States of America) p. 12

⁴¹ *Ibid*

⁴² John Butterworth and Geoff Thwaites. 2013 "*Thinking Skills; Critical Thinking and Problem Solving*". Second Edition. (Cambridge: Cambridge University Press) p.7

⁴³ Stella Cottrell. 2005. "*Critical Thinking Skills Development*". (PALGRAVE MACMILLAN) p.2

⁴⁴ Joe Y. F. Lau. *An Introduction to Critical Thinking and Creativity*. (USA: Wiley), 2

- (1) Arguments are defined, constructed and assessed.
- (2) Formulate thoughts briefly and accurately.
- (3) Systematically evaluate problems.
- (4) Recognize the significance of ideas and their validity.
- (5) Consider the conceptual links between concepts.
- (6) The pros and cons of a decision shall be weighed.
- (7) Evaluate proof of a hypothesis and against it.
- (8) Detect incoherence and common reasoning errors.
- (9) Justify one's own views and principles.
- (10) Focus on one's thinking skills and assess them.

In short, some thinking practices including the analysis and evaluation of a problem, the re-design of the best solution and the building of an argument to support it reflect critical thinking. Students are supposed to be in a position to offer a rational explanation, represent and decision by teaching critical thinking.

c. Problem solving

An issue that was often described as causing problems for people. The problem describes an uncomfortable condition in Oxford's dictionary, which should be overcome⁴⁵. People need a way to deal with the crisis. People need to think more in order to be a good problem solver. Problem resolving is called the thought process that includes "a number of successive decisions that depend on the results of the preceding decision-makers"⁴⁶. In addition, Bransford and Stein divided problem solving skills into five step processes in the book *How to Test Higher Order Thinking Skills in Your Classroom*⁴⁷. The five phases are referred to as IDEAL; Identify the question, Defining and representing the problem, Exploring alternative solutions, Acting on the strategies, and Looking back and assessing the results of the activities⁴⁸. Students are required to solve their

⁴⁵ Oxford Dictionary, (<https://en.oxforddictionaries.com/definition/problem> , accessed on 9th February, 2021)

⁴⁶ FJ King, Ludwika Goodson - Farank Rohani. *Higher Order Thinking Skills; Definition, Teaching Strategies, Assessment*. P. 16.

⁴⁷ Susan M Brookhart. 2010 "*How to Assess Higher-order thinking skills in your classroom*. (United States of America) p. 99

⁴⁸ Ibid.

problem by having the problem solving activity to create the best solution for them. Students should be exposed to these IDEAL steps as one of the ways to encourage higher-order thinking skills.

Based on the explanations of experts, it can be concluded as high order thinking skills is how students recall the knowledge, how students facing real problem, how students evaluate the problem and create new solutions that consist of logical thinking. In Addition, there are six level based on Bloom's taxonomy revised version in the next part of this chapter.

4. Bloom Taxonomy

Benjamin Bloom was the one that had a cognitive domain framework to categorize the level of abstraction of questions that typically arise in classroom context⁴⁹. Blooms Taxonomy revised version providing a framework of levels of cognitive domain. By using Bloom's taxonomy, teacher may providing a question levels to facilitate high order thinking skills, this taxonomy may help teachers in designing question and activity task, set a questions and communicate with students, and providing evaluation based on students' work. The framework defined criteria which set out the level and questions and focused on the level of critical thinking at different levels. Critical analysis questions could be used to encourage classroom students to produce all levels of thinking within the cognitive domain, and outcomes can increase the detail of the question, increase comprehension and solve the problem by logical thinking. Through using terms as directions that motivate questions and assignments, then by completing the questions that are relevant for the learners' objectives, these are the six stages revised on the basis of Bloom's taxonomy.;

a. Blooms Level I: Knowledge

Knowledge is the first level in bloom taxonomy that presented as recalling information based on fundamental

⁴⁹ L. W. Anderson, 2001 " *A Taxonomy For Learning, Teaching And Assessing*". (New York).

facts⁵⁰, terms, basic concept and answer about the material that appropriate with the teacher elicitations. Students can remember the information based on teacher instruction and teacher can elicit what students know and already know. A number of keywords are written based on the table below and an example of a question that demonstrates level 1 or knowledge level:

Table 2.1 Keyword that presented knowledge level

Keyword;	Example:
Who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select	<p><i>What's the subject?</i></p> <p><i>Can you pick this word....?</i></p> <p><i>Where is your mother? Where are you?</i></p> <p><i>When did..... When did it? OK? Okay?</i></p> <p><i>Who's been the main man?</i></p> <p><i>Who is to get the penalty?</i></p> <p><i>Why did your sibling.....?</i></p> <p><i>What do you want your dad to describe?</i></p> <p><i>When was it?</i></p> <p><i>Can you just remember your experience?</i></p> <p><i>Who's been the tax collector?</i></p> <p><i>How can you explain that?</i></p>

⁵⁰ L. W. Anderson. 2001. "A Taxonomy For Learning, Teaching And Assessing". (New York: Longman) p. 313-319.

	<p><i>How was it.....?</i></p> <p><i>Do you say.....?</i></p>
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b. Blooms Level II: Comprehension

In this level, comprehension can stimulate understanding of facts and ideas by organizing and comparing the ideas or content⁵¹. Level II as Comprehension is refers to thinking process about the information that how the students organize about information that related with the material and the process for understanding the information that appropriate with teacher elicitations questions. A number of keywords are written based on the table below and an example of a question that demonstrates level 2 or comprehension level.

Table 2.2 Keyword that represented Comprehension Level

Keyword;	Example:
Compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify.	<p><i>How would you classify the type of poetry?</i></p> <p><i>How would you compare those skills?</i></p> <p><i>What your interpretation of...?</i></p> <p><i>How would you rephrase the meaning of..?</i></p> <p><i>What facts did you get...?</i></p> <p><i>What is the main idea from that story?</i></p> <p><i>Which the statements that may support...?</i></p> <p><i>Which is the best answer to classify?</i></p> <p><i>What can you say about that impostor?</i></p>

⁵¹ Ibid

	<p><i>How would you summarize that story ?</i></p> <p><i>Can you explain what is happening in that story?</i></p>
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c. Blooms Level III: Application

Solve problems and create new solutions is basic in application level⁵². By using applications levels, students may gain new knowledge, ideas, techniques that related with learning objective In sum, Application is refers to the ability for apply the rules, principles, information, theories in order to apply in real situations that related with material. A number of keywords are written based on the table below and an example of a question that demonstrates level 3 or application level.

Table 2.3 Keywords of applications level

Keyword;	Example:
Apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify..	<p><i>How will this structure be used?</i></p> <p><i>How can you fix what you already learned from this problem?</i></p> <p><i>What are you able to find similar examples?</i></p> <p><i>How do you clarify the interpretation of history?</i></p> <p><i>How can you organize your thoughts which display trends of the past?</i></p> <p><i>How do you apply for what you have learned to improve your idea?</i></p> <p><i>How are you paraphrasing this word?</i></p> <p><i>How else would you like to receive more details?</i></p>

⁵² Ibid

	<p><i>And if so, what? What's going to occur?</i></p> <p><i>Can you express the truth in a new way?</i></p> <p><i>How will this system be changed?</i></p> <p><i>Which specifics can you display?</i></p> <p><i>What questions do you have during the course?</i></p>
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d. Blooms Level IV: Analysis

The fourth level in Bloom's taxonomy is to distinguish and break information into several parts to identifying problems and find evidence to support organizations of information of ideas⁵³. In this part, analysis is refers to ability for breakdown an information into several parts to identifying motives. Making an assumption that can prove causes based on the information. A number of keywords are written based on the table below and an example of a question that demonstrates level 4 or analysis level.

Table 2.4 Keyword of analysis levels

Keyword;	Example:
Analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion, take part in	<p><i>What are the elements or attributes of the past tense?</i></p> <p><i>How does the word apply to the past?</i></p> <p><i>Why are you considering this story?</i></p> <p><i>What's this story about?</i></p> <p><i>What is the explanation for this?</i></p> <p><i>Can you refer to the paragraph of parts?</i></p> <p><i>What is the lesson you should make?</i></p>

⁵³ Ibid

	<p><i>How do you explain the conclusions?</i></p> <p><i>How will the pattern be classified?</i></p> <p><i>How will the pattern be categorized?</i></p> <p><i>Can the various sections of the system be identified?</i></p> <p><i>What are proofs on the basis of the story?</i></p> <p><i>How does the main concept apply to the introduction?</i></p> <p><i>What is the title's function?</i></p> <p><i>What are new structure ideas?</i></p>
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e. Blooms Level V: Synthesis

Synthesis is collected the information together in a different way by combining several information becoming new pattern or stimulate alternative solutions based on topic⁵⁴. In sum, synthesis refers to creating and combining the new ideas into new ideas from different resource such as brainstorming in the class. In this activity, students should be able to thinking critically and actively bringing the new ideas that collected from any resources in a creative way. A number of keywords are written based on the table below and an example of a question that demonstrates level 5 or synthesis level.

Table 2.5 Synthesis keywords.

Keyword;	Example:
Build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan,	<p><i>How can you boost grammar understanding?</i></p> <p><i>What if this phrase were found to be a grammatical mistake?</i></p>

⁵⁴ Ibid

predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, theorize, elaborate, test, happen, delete	<i>Can you describe between your opinions the explanation for this opinion?</i>
	<i>Can you suggest a better way of making this clear?</i>
	<i>Can you make up this paragraph for the new idea?</i>
	<i>How do you adapt information to build another phrase?</i>
	<i>How do you change this sentence's structure?</i>

f. Blooms Level VI: Evaluation

Evaluation is high level in this framework and giving opinions by making judgments about information, validity of information, criticize the idea and given purpose for evaluate based on set of criteria. In sum, evaluation categorized as for judging or examines the point of an idea or material for given purpose. The students should interpret the information and brings the new idea from different resources that related with the material. A number of keywords are written based on the table below and an example of a question that demonstrates level 6 or evaluation level.

Table 2.5 Evaluation keywords.

Keyword;	Example:
Award, choose, conclude, criticize, decide, defend, determine, dispute, evaluate, judge, justify, measure, compare, mark, rate, recommend, rule on, select, agree, appraise, prioritize, opinion, interpret, explain, support	<i>Do you accept your friends' actions/outcomes?</i> <i>How do you show / deny whether or not the grammatical error?</i>

<p>importance, criteria, prove, disprove, assess, influence, perceive, value, estimate, deduct</p>	<p><i>What do you advise to provide a strong framework for this sentence?</i></p> <p><i>What are you going to ask for to defend the view?</i></p> <p><i>What data is used to render the perfect findings?</i></p> <p><i>What details are you going to use to support this author's view?</i></p> <p><i>How can you describe the situation based on what you know?</i></p>
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B. Previous Study

The subject of elicitions becomes an important topic to explore who chooses and analyzes in different approach to present ideas, different approach from researcher collect data in different ways, how the study generate the findings and suggestion, and to conclude that the results present a range of results and how the researcher recommends better research.

Sasmita's previous study entitled "*The English Teachers Skills to ask questions at the SMA Pembangunan Laboratorium*". The study focuses on how teachers encourage the opportunity to raise questions and found three teachers in order to examine the method by having the ability to raise questions. Furthermore, quantitative approaches were used in previous studies. It can be concluded the differences of previous and present study is the research method. The present study used qualitative method to analyzed elicitation questions. The second difference is variable research, the previous study analyzed and written for figure out the function of elicitation skills while the present study analyzed for figure out several types of elicitation questions. Additionally, the present research adds specific purpose to facilitate high-order thinking skills and provided a level of

questioning that affects cognitive domains through the revision of Bloom's taxonomy.

The second previous study conducted by Tlarina entitled “*Elicitation Technique Used by English teacher to Encourage Student's talk, the case study at SMAN 3 Semarang*⁵⁵”. The research discusses the elicitation technique that could improve the student's conversation and participation. Tlarina also stated that the elicitation technique was used as a means of inviting students to participate and how teachers used it. In this research, Tlarina observed two languages class as subject. Methodology in this research using quantitative Based on the explanation before, the differences between previous and present research are focus and research methodology. The present research focuses on how the types of elicitation question facilitate high-order thinking skills and the challenge of questioning facilitates high-order thinking skills. Besides, there are differences in the design of the research. The previous study used quantitative while the present study was qualitative in describing the findings of the study.

The third study comes from Ma with journal entitled “*The Skill of Teacher's Questioning in English Class: International Education Studies*⁵⁶”. The author discusses about how teachers stimulate questioning, explaining the advantages of questioning that delivered from teachers. Ma analyzed basic questioning with the same examples, Ma help teachers to figure out the specific questioning by considering each situation and helping teachers to develop questioning for students. The differences between the previous and current studies are variable and research methodology. The focus of the previous study is to analyze the questioning to discover any situations based on the classroom while the current study discusses the questioning level to facilitate high-order thinking skills based on the revision of Bloom's taxonomy. Methodology used in the previous

⁵⁵ Yuli Tlarina. *Bachelor Degree Thesis Elicitation Technique Used by English teacher to Encourage Student's Talk, The case study at SMAN 3 Semarang.*(Semarang: Universitas Negeri Semarang, 2008)

⁵⁶ Wu Mei-Mei, Ying-Hsang “*Intermediary's Information Seeking, Inquiry minds and Elicitation style.*” *Journal of the American for Information science and technology.* Proquest Publication vol.54 no.13, October 2003.

research is a survey, while the present study is qualitative in describing the results of the findings and discussions.

The last previous study was finished by Rachmawati Achadiyah entitled “*Teachers’ Elicitation Question in English Class at MAN 1 Sidoarjo*”. In this study, Rachmawati Achadiyah stated that there are five types of elicitation questions and how to apply elicitation question.⁵⁷ This research used qualitative descriptive to describe finding and discussion as a results. The difference between the previous study and the present study is concluded as follows; the focus of the study in this study is to discover the elicitation technique used by the questioning strategy and the approach in which the teacher uses elicitation questioning in pre-activity. While the present study focuses in all activity using elicitation through questioning in facilitating high order thinking skills. Besides that, in the present research provide a framework of cognitive domain based on Bloom’s Taxonomy. Also, there are discussions about questioning level to facilitating high order thinking skills.

On the basis of the fourth previous studies, it can be concluded as follows; 1) the focus study: they considered that elicitation was a tool for delivering materials, such as through questioning strategies, and for encouraging student conversations in the classroom. 2) the previous research focused on beginning activity or pre activity. While the present study is focuses on elicitation technique that used by students as pre service and the elicitation that focuses on all activity through questioning and test item. 3) The research method mostly used quantitative as research design while the present study used qualitative as research design in this study.

The following description states that, while this research adds a theory from experts that explain the role of Blooms' taxonomy and high-order thinking abilities, there is no discussion about the questioning level to help high order thinking abilities based on Bloom's taxonomy systems. The present research analyzes elicitation issues to facilitate high-order thinking skills, while almost the previous study analyzes how elicitation issues work and how to apply them.

⁵⁷ Achadiyah, Rachmawati. 2016 *Teachers’ Elicitation Question In English Class At Man Sidoarjo*. English Teacher Education Department Faculty Of Education And Teacher Training Sunan Ampel State Islamic University Surabaya

CHAPTER III RESEARCH METHOD

In this chapter III, several guidelines will be discussed: (a) the approach to analysis; (b) the theme and research setting; (c) the data and the data source; (d) the Research Instrument; (e) the technique of data collection;

A. Research approach

This research is to describe students as pre-service teaching using elicitation question in facilitating high order thinking skills by using descriptive approach as research design. Therefore, this research become qualitative and supported by some reasons; first, elicitation questions used by students as pre-service teacher to facilitate high-order thinking skills occur in real conditions in preparing teaching English as foreign language in real school. Second, this research involves students' perspective in practice questioning. Third, preserve the background from situation of human being. Fourth, it may give additional theory and supports the previous theory. Fifth, it attempted to figure out tough data rather than belief single source⁵⁸. Additionally, qualitative approach be applied in this research designed for illustrate students' as pre-service teacher elicitation to facilitate high order thinking skills while teaching.

B. Subject and setting of the research

In the English Teacher Education Department of UIN Sunan Ampel Surabaya, the study environment from teaching practice 1 class is called as micro teaching. This group of students turns out to be an environment for this study as students think about being a successful instructor as a pre-service teacher in this lesson and make a lesson plan. They are expected to apply a lesson plan during the course as a prerequisite for teaching practice in the micro-teaching class. In addition, the preceding time that students are expected to accept before taking a teaching practice 2 in the school is the Teaching Practice 1 Class.

The subject matter is barely taken since six semester students. The researcher analyzes 10 students' video record during teaching

⁵⁸ Robert k Yin. 2001 "*Qualitative Reseach from start to finish*". (New York-London: The Guilford Press,), p.15.

and lesson as if they agree with their own lesson plan to be analyzed and gets permission from the lecturer.

C. Data and Sources of Data

1. Data

The data in this research from the video recording and lesson plan of the sixth semester students who in their micro-teaching class have to propose as the closing project. This thesis focuses on the video recording of students during teaching and lesson plan by examining students as pre-service teachers using questioning and test item elicitation techniques. This is aimed at recognizing the forms and using the method of elicitation that may occur during teaching practice.

2. Source of the data

Documentation from students' video recorder and lesson plan required for the entire final assignment are obtained from students as pre-service teachers of the English Teacher Education Department at UIN Sunan Ample Surabaya who are taking micro-teaching class as the necessary data based on this research. In particular, there are 7 micro-teaching groups, researchers erratically obtain the data. Then, as participants from 7 micro-teaching classes, the researcher gets 10 students who can apply as the data source.

D. Research Instrument

This data is requisite to take out the findings of this study. Those data are able to gain by using this instrument:

1. Document

Document in this research concerned an evidence of occasion in the earlier period appearance such as script, depiction, or fictional work⁵⁹. In this research, documents gain from gather round facility of students that are lesson plan and video recording of teaching as final assignments in Teaching Practice 1 class or micro-teaching class. Documents were the significant instrument designed for this research. Those are making use of the fundamental data using elicitation question that occurs in student practicing.

2. Observational notes

⁵⁹ Ary, Donald. 2010. *“Introduction to Research in Education”*. USA p. 301

A Creswell observational field is text (Word), which is reported during the observation by the researcher. Observational field notes may allow the researcher to explain, to look for and investigate the findings used in the learning process, in general. Creswell has changed the type of observational field notes, which have been reduced to one by one by the researcher. The expert accepted and validated the method of the observational field notes. The observational field notes consist of types of elicitation questions used by pre-service teachers from Adrian Doff and Penny U.R, example of question from students as pre-service teachers. This form has been used by the researcher for this research. In answer to this first research question, observational field notes are used. See the appendix I

E. Data Collection Techniques

A data collection technique is divided into two types of techniques in qualitative analysis, such as interactive and non-interactive. The interactive approach is initially an interview. Non-interactive approaches then require additional tools for data collection, which are questionnaires and documentation.⁶⁰

Creswell confirmed that it is incorporated into the qualitative approach to promote a mixture of actions in data collection; (1) Researchers can collect data as information documentation during formless or intended interpretation, interviews, records, and audio-visual. Creswell claimed that it was advised not to do unsystematic sampling with an outsized number of participants or assortment. In addition, this report uses records as the key data in this analysis.

The data was obtained from the students in this study as the lesson plan, video recording for pre-service teachers and the interview. It can be completed; based on the table below, the process of accumulating the data is presented in detail. In this thesis, as explained in Chapter II, the first data was collected from the outcome of the research in which the hypothesis was correlated.

Table 3.1 Collecting Data Process

⁶⁰ Sutopo, HB. 2006, *Metode Penelitian Kualitatif*, Surakarta: UNS Press.

Research Question	Feature/Aspects	Research Instrument	Source of Data
<p>What are the types of elicitation questions in facilitating high order thinking skills that used by pre-service teachers at teaching practice 1 class?</p>	<p>Adrian Doff Theory:</p> <ul style="list-style-type: none"> - Asking question - Asking Question Combined with picture - Asking question with music - Asking question with games - Asking question with non-verbal communication <p>Penny U.R theory : question and answer, true/false, multiple choice, gap filling and completion, matching, dictation, cloze, transformation, rewriting, translation, essays, and monologue</p>	<p>Observational field notes</p>	<p>Video Recording</p>
<p>What are the level of cognitive domain in facilitate high-order thinking skill through questioning?</p>	<p>Bloom Taxonomy theory:</p> <ul style="list-style-type: none"> - Knowledge - Comprehension - Application - Analysis - Synthesis - Evaluation 	<p>Observational field notes</p>	<p>Lesson Plan</p>

F. Data Analysis Technique

In this section, in a descriptive qualitative method, the researcher investigated the collected data. Data will be collected through documents. There are different steps that can be taken to use this tool. Qualitative research data analyses are complex, Creswell said; they differ on the figure of elicitation questions used. It also uses a universal data analysis of the operation, since this follows the stature.⁶¹

1. Coding/Data Reduction

From the raw data, coding was the system's increasing idea. The majority of this technique's interpretation is tested by all the data and species by appearing as part of the sense, expression, phrases, phrases, and method of thought of the subject matter. The system can be known by authentic respondents, names created by a comprehensible researcher. Coding helped the researcher to determine which knowledge was deemed appropriate and did not adhere to academic understanding⁶².

Reduce the data that is meant to encircle, determine the most relevant data, concentrate on important data, and the argument and representation appear. The data reduction obviously offers design and makes it possible for the researcher to keep collecting the data and searching for the data if it is desirable.

It was the progression of raw data categorization, concentration, shortening, theoretical, and renewal. Actually, as the researcher saw the outline, in the process of conducting qualitative research, data reduction incessantly. It can be inferred that before, at some stage in collecting, and after receiving the information as well as investigating data, the researcher had been sinking the data. In these cases, by selecting important and appropriate data, classifying data in a confident methodology and disregarding unsuccessful data, the researcher administers the data. The researcher completes this by scrutinizing and analyzing the effect of surveillance, interpreting the outcome of interviews.

⁶¹Creswell, Jhon W. 2009 "Research Design: Qualitative, Quantitative" USA ... p. 150–151.

⁶² Donald Ary, Lusy Cheser Jacobs, (Eds), *Introduction to Research in Education*. (Canada, USA: Nelson Education Ltd, 2006), 134.

2. Data Display

Data Display makes it easier for the researcher to understand what happens during the study, the additional knowledge that calls for perceptive, more thorough investigation. It was undemanding to consider and assess the opportunity that existed with the data given by the researcher via the present data and establish the next strategy that was acceptable for the researcher. The data seen in this study involves the outcome of teaching surveillance video practice and interviewing students as pre-service teachers before a pandemic. The conclusions are disclosed in chapter IV of Discussion and Exploration.

3. Verification

After doing the observation and interview about elicitation questions that used by students as pre-service teacher. The researcher did the two steps of analysis of type elicitation questions. The researcher drew the outcome and inference after obtaining the obvious data to find out the response to research questions

4. Trustworthiness of the data

The researcher used the technique of triangulation. Triangulation in qualitative research is widely used method to ensure that the research data is well established, as described by Angen. In addition, Creswell also claimed that it is possible to never shed adequate light on a phenomenon using a single technique; as a result, multiple techniques or methods are necessary in theory to achieve deeper appreciation⁶³.

Data during qualitative research can be categorized into a good data if data are valid. For establishing the truth worthiness of the data, it needs an appropriate method for the evaluation as explained before. Reliability and validity during triangulation were weathered as a result of scrutiny. It is an attempt to validate the authenticity of the data or information derived from various perceptions of the researchers as much as possible by reducing the partiality that exists in the compilation and analysis of data. Discussion with appropriate lectures and advisors was also

⁶³ John W. Creswell, 1998 "*Qualitative Inquiry and Research Design Choosing Among Five Traditions*" (Thousand Oaks, CA: SAGE Publications Inc), p. 57

involved in this process. It was intended to obtain the trustworthiness, authenticity, and reliability of the data that had been investigated, understood, and accepted in the preceding process for the total termination of the data.

In contrast, throughout the descriptive qualitative approach as a research tool, the product of data reduction, data display and verification were complete in the form of words, phrases and sentences. In addition to qualifications of the original resource and part of comprehension, qualitative descriptive is used for ongoing investigations.



CHAPTER IV RESEARCH FINDINGS AND DISCUSSION

The researcher presented two components in this chapter that are being addressed. These are forms of elicitation questions used by pre-service teachers to foster high-order thinking skills and the complexities of implementing elicitation issues. There are two component arrangements with the study results and the discussion of what was disclosed.

A. Research Findings

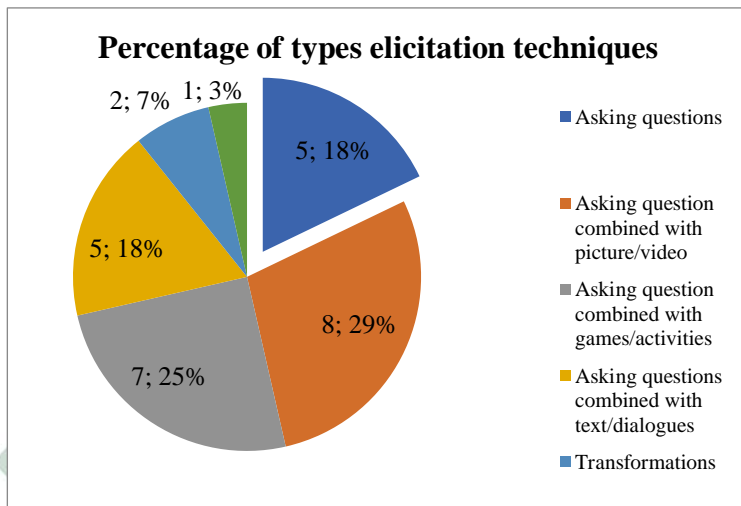
1. Types of elicitation questions that pre-service teachers used to facilitate High-Order Thinking Skills at Universitas Islam Negeri Sunan Ampel Surabaya

The researcher presented the data interconnected to the research question; (1) What are the types of elicitation questions in facilitating high-order thinking skills used by pre-service teachers? (2) What are the level of cognitive domain in facilitate high-order thinking skill through questioning? Based on research questions, the researcher seeks to categorize the types of elicitation questions in facilitating high-order thinking skill and find students' as pre-service teacher challenges to implement the elicitation questions.

a) The types of elicitation question based on Adrian Doff theory

From the video results of practicing as a teacher in the Microteaching class, four types were found in the class: asking questions, *asking questions combined with pictures or videos*, *asking questions combined with audio or music*, *asking questions combined with games or activities*, and *asking questions combined with text/dialogue*. In this class, the last form of this theory was not found; questioning was combined with non-verbal language. There are 28 from the practice teaching video, as the number of elicitation techniques admitted by 10 pre-service teachers was successful.

4.1 Chart of Elicitation technique based on Adrian Doff.



From the chart above, it can be explained as follows: In the first type, *asking questions*, five pre-service teachers were found to elicit their students' knowledge of all of the knowledge that they already knew through questioning. This type is generally found in pre-activity to begin the class through basic questioning. The researcher displays the findings of *the questions asked* from the video practice teaching into a table as follows:

4.1 Table of Asking questions.

Number of Participants	Description findings
Pre-service teacher 5	Pre-service teachers ask the students to recall the theory about descriptive text according to the video checking performed by the researcher. The types of elicitation questions used by pre-service instructors are varied.

	<p>This is a class case.</p> <p><i>"Have you ever learned about descriptive text in junior high school?"</i></p> <p><i>Do you remember how to make descriptive text or the structure of descriptive text? Still remember? "</i></p> <p>See Appendix II.</p>
Pre-service teacher 6	<p>Depending on the researcher's video review of the types of elicitation used by pre-service teachers, pre-service teachers asked their students to recall how to make their favorite food, drink, or stuff.</p> <p>This is a situation in the class.</p> <p><i>"I will give you some questions that are related to the material."</i></p> <p><i>Do you ever prepare food or drinks?</i></p> <p><i>Do you ever make stuff that can be used in your home? "</i></p> <p><i>Do you ever make some crafts?</i></p> <p><i>S: I do make some foods, such as tofu and fried rice, on occasion.</i></p> <p>See Appendix II</p>
Pre-service teacher 7	<p>Focusing on the researcher's video analysis of the forms of elicitation used by pre-service teachers, pre-service teachers asked</p>

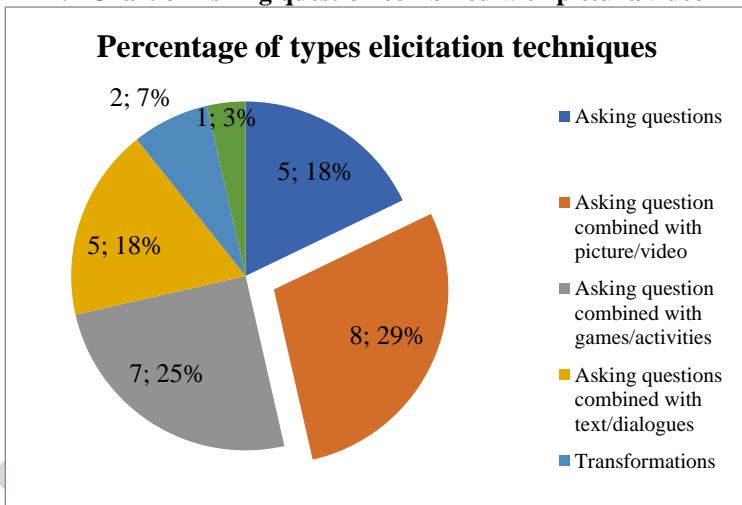
	<p>their students to recall the analytical exposure text principle. This is a situation in the class.</p> <p><i>Have you ever learned about analytical exposition text?</i></p> <p><i>"What is an analytical exposition that you still remember?"</i></p> <p><i>"What is the function of the analytical exposition text?"</i></p> <p><i>What is the pattern of analytical exposition text?</i></p> <p>See Appendix II</p>
Pre-service teacher 8	<p>Despite the video by the researcher of the types of elicitation used by the pre-service teacher, asking a question, the pre-service teacher asks their students to remember how to make a greeting card and invites their students to share their experiences with the greeting card.</p> <p>These are the situations faced by the class.</p> <p><i>Have you ever made a greeting card?</i></p> <p><i>Have you ever gotten a greeting card from your friends?</i></p> <p><i>"When was the last time you made a greeting card?"</i></p>

	<p><i>"So, what is the greeting card?" Can you explain what a greeting card is?</i></p> <p>See Appendix II</p>
Pre-service teacher 10	<p>Related to the video check that the researcher carried out on the types of elicitation used by the pre-service teacher, asked question, the pre-service teacher asks their students to tell them about their favorite food and to try to know the definition of the label.</p> <p>These are the situations in the classroom.</p> <p><i>"What is your favorite food?"</i></p> <p><i>Why do you like fried rice?</i></p> <p><i>"Do you like a snack?"</i></p> <p>See Appendix II</p>

The researcher determined that the elicitation was found in the table above; the query was found in the video for the 5 teachers. In pre-activity, pre-service teachers used to ask questions. The main approach to collecting ideas and answers from students is to ask questions. Darn also states those on a number of questions, which makes it the most important tool for the teacher to administer the class, use materials, help, and appreciate students [1]. 5 of 10 students as pre-service teachers used **questions** to figure out basic information or knowledge appropriate to the topic that was held in the classroom. This means this first type has been used by half the participants for open-class activities and also for discussions based on existing classroom subjects.

Meanwhile, other participants used another type of pre-service teacher to open discussions based on data.⁶⁴

4.2 Chart of Asking question combined with picture/video



It can be inferred from the above chart that 8 (29 percent) of pre-service teachers in practical teaching have been classified in this form. The pre-service instructor recorded and displayed LCDs in the teaching process that displayed images or videos that matched their students' teaching content. Then pre-service teachers get them to ask questions for the review of photos and videos. In combination with pictures or videos from video teaching, in the table, the researcher will show the results of questions.

⁶⁴ [1] Dam, S. 2008. Questions to Ask. The British Council and the BBC <http://www.teachingenglish.org.uk/articles/asking-questions>

4.2 Table of Asking question combined with picture/videos

Number of participants	Description Findings
Pre-service teacher 2	<p>The question was asked in combination with the video based on the researcher's video check for the types of elicitations used by the pre-service teacher. The pre-service teachers took an LCD that showed a photo of the Invitation Card and asked the students to analyze it.</p> <p>Teachers say: <i>Do you get the point from the video?</i></p> <p>See Appendix II</p>
Pre-service teacher 3	<p>The question was posed in conjunction with the video based on the researcher's video check for the types of elicitations used by the pre-service instructor. The pre-service showed a photo and took the students to the scene.</p> <p>The teacher asks, <i>"Looked at the picture. What is that?"</i></p> <p>See Appendix II</p>
Pre-service teacher 5	<p>The question was posed in conjunction with the video based on the researcher's video check for the types of elicitations used by the pre-service instructor. The pre-service teacher took the LCD and displayed the procedural text video and asked the student to examine it.</p> <p>This is a situation faced in the class.</p>

	<p><i>Now, I will give you some videos about procedure text.</i></p> <p><i>Do you get the point from this video?</i></p> <p><i>Do you know the purpose of descriptive text?</i></p> <p><i>Do you get the structure of descriptive text?</i></p> <p>See Appendix II</p>
Pre-service teacher 6	<p>Based on the available check by the researcher, it asked questions combined with images or videos of the forms of elicitations employed by pre-service teachers. The teachers' pre-service received LCDs and showed a video. So ask the students to look at the subject.</p> <p>There are special circumstances.</p> <p><i>Today, we will learn about that. Before we go, I will give you a video. "</i></p> <p><i>T: Now, can you mention the theme based on the video?</i></p> <p><i>S: Text for the procedure!</i></p> <p><i>T: Yes, that's right. What else? Can you mention the things that are related to the procedure text?</i></p> <p>See Appendix II</p>

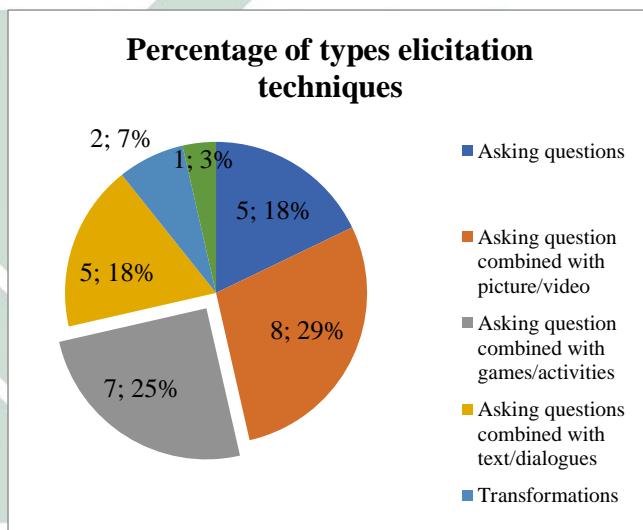
Pre-service teachers 6	<p>The question was raised in combination with the video based on the researcher's video check for the types of elicitations used by the pre-service instructor. The teachers of the pre-service split into 2 broad groups and asked the tea and coffee party to be prepared accordingly. Procedure text!</p> <p>This is a class case.</p> <p><i>Now, I will divide you into 2 big groups, each consisting of five people. And then I have 2 pictures here. There are coffee and tea. Your job is to describe the picture using procedure text, how to make coffee and tea.</i></p> <p>See Appendix II</p>
Pre-service teacher 8	<p>The question was answered in connection with the video based on the researcher's video check for the types of elicitations used by the pre-service instructor. Teachers who have been given pre-service make three groups and build a greeting card and a good form based on the LCD image.</p> <p>This is pre-service guidance.</p> <p><i>In this activity, I will divide you into three groups. Your job is to make a greeting card based on the picture that your group chose, and your group can make a special card and create a creative form that you want.</i></p>

	See Appendix II
Pre-Service Teacher 10	<p>The point was made in accordance with the video based on the researcher's video check for the types of elicitation used by the pre-service teachers. The teachers' pre-service will give the materials and a suitable video and ask the students to evaluate them to order the LCD used for the video.</p> <p>That's what the class is facing.</p> <p><i>"I will give you a video about labels."</i></p> <p><i>"What do you get from the video?"</i></p> <p><i>"What is the function of the label?"</i></p> <p><i>"What is the part of the label?"</i></p> <p>See Appendix II</p>

Eight teachers considered useful questions coupled with photos or videos, which could be inferred from the table above. Nearly all teachers used LCD to display images or videos. Pre-service teachers ask for interpretation on the basis of the knowledge of students. Furthermore, image/video can be used in classrooms as an appealing medium. Then teachers should motivate students to contribute to their knowledge and inspire their inquisitiveness and creativity by means of textual images, videos, or any further travesty tools. Doff states that the teacher uses photos or videos to show what the students observe and ask why they think it will happen next and how they feel or think it will be. Briefly, pictures are an excellent means to encourage the views of students on particular topics [1]. Pre-service teachers used **Asking questions**

combined with pictures and videos to evaluate the work. Data-based participation showed that, according to Adrian Doff's class theory, the majority used the second type or placed the question in combination with a picture or video⁶⁵. Furthermore, most of the participants used the LCD to display an image and play a video based on the class content.

4.3 Chart of Asking question combined with games/activities



There were 7 (25%) of the above charts revealed that pre-service teachers confessed to this form on a video

⁶⁵ [1] Doff, Adrian. 2001. *Teach English Teachers' Workbook: A Training Course for Teachers*. University of Cambridge, Australia, p. 66

display. Pre-service teachers offered easy and teamwork games and activities appropriate to the materials, like deviating the term, creating a phrase with a lucky spin or drawing spin. While the students are playing games, some pre-service teachers ask the students and elicit answers that relate to the material. The researcher will show the results of the video teaching in the table together with the games or events:

4.3 Table of Asking question combined with games/activities

Number of participants	Description Findings
Pre service teacher 1	<p>The type of video conducted by the researcher on the types of elicitation used by the pre-service instructor was combined with games and activities. The teachers at the pre-service give items like lucky spins and ask the students to draw them.</p> <p>This is a class case.</p> <p><i>Every student has to draw a lucky spin, and I have a lucky spin. Every section in the spins has a clue to make a sentence consist of pronouns, and your job is to make a sentence based on the spins that you choose. "</i></p> <p>See Appendix II</p>
Pre-service teachers 4	<p>The process of asking a question was combined with games and activities. The Pre-service teacher asks students to stand up, make a line in the classroom, and play a guessing game.</p>

	<p>These are the situations that the class is facing.</p> <p><i>Before we go into the material, I will ask you to stand up and play a game that relates to our material today. Your job is to mention the alphabet that I said. One person, one alphabet!</i></p> <p><i>"Based on the activities, can you guess the material today?"</i></p> <p><i>"What is the topic?"</i></p> <p><i>Have you ever written a greeting card?</i></p> <p><i>Maybe at your graduation in the past, or your birthday?</i></p> <p><i>"Tell me how you write a greeting card."</i></p> <p><i>"Can you mention the part of the greeting card?"</i></p> <p>See Appendix II</p>
Pre-service teacher 4	<p>Based on the video-checking obtained by the researcher on the types of elicitation used by the pre-service teacher, asking a question was combined with games and activities. Pre-service teachers give games that consist of colors; each student should choose colored papers that consist of a greeting card job.</p>

	<p>This is the lesson that the teacher taught in class.</p> <p><i>"I will give you a paper color that consists of our theme greeting card. Your job is to make a greeting for your close friend. "</i></p> <p>See Appendix II</p>
Pre-service teacher 5	<p>Despite the video survey carried out by the researcher on the types of results used by the teacher in advance, questions were asked in combination with games and activities. Pre-service teachers ask you to remember the descriptive text. After that, the pre-service teachers gave a lucky spin to the draw.</p> <p>This is the situation faced by the class.</p> <p><i>Now, we are going to play a game to remember descriptive text. There is a lucky spin that you should draw. I will divide you into groups to work together. Your job is to describe this section that you have drawn before using descriptive text. "</i></p> <p>See Appendix II</p>
Pre-service teacher 7	<p>Based on the video survey carried out by the researcher on the types of findings used by the pre-service teachers in advance, questions were asked in accordance with games and activities. Teachers gave a game for pre-service; you're a TURNAMENT WITH MUSIC!</p>

	<p><i>This is a class case.</i></p> <p><i>Now, I want you to explore the comprehension of analytical exposition.</i> <i>When</i></p> <p><i>I ask you to come forward to answer this part, there will be music that I will play. When the music stops, you should answer this part. This part consists of random sentences that should be rearranged until they become good sentences.</i></p> <p>See Appendix II.</p>
Pre-service teacher 9	<p>Based on the video survey carried out by the researcher on the types of findings used by the pre-service teachers in advance, questions were asked in accordance with games and activities. Pre-service teachers have a unique way of expressing a sentence that must or may consist of</p> <p>This is the class and instruction situation:</p> <p><i>If I have a game and draw a spin here, if the spin chooses you, you will get the punishment.</i></p> <p><i>The punishment is making a sentence that consists of "could, should, and can".</i></p> <p>See Appendix II</p>
Pre-service teachers 10	<p>Related to video analysis carried out by the researcher on the types of findings used by the pre-service teachers in</p>

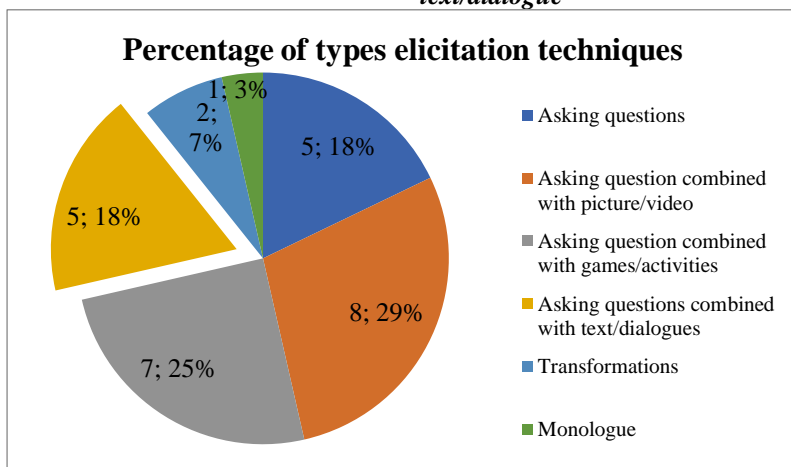
	<p>advance, questions were asked in accordance with games/activities. The teachers gave students a snack and attempted to analyze the snack labels.</p> <p>This is the course instruction:</p> <p><i>Now, I will give you a snack, but don't eat it. Try to analyze the snack "</i></p> <p>See Appendix II</p>
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From the table above, there were 7 (25%) asking questions *combined with games* that were confessed by the pre-service teacher at the class. Games facilitate learning and give confidence to a lot of learners to maintain their attention and effort⁶⁶. Therefore, the teacher is supposed to be ingenious in leading the class. Games are able to facilitate the teacher's generation of an entertaining classroom. It can be concluded that games and activities are obviously seen as efficient tools that facilitate the teacher in producing entertaining situations in which the language is positive, functional, and consequential. 7 out of 10 students as pre-service teachers used **asking questions combined with games and activities**. It means, almost the same as the second type, more than half of the participation was as pre-service teachers used the third type or asked questions combined with games/activities to make the classroom atmosphere learning and playing activities based on classroom materials such as song guessing games or lucky spin. In addition, the third type of asking questions in combination with games or activities, according to Adrian

⁶⁶ [1] Wright, A., Betteridge, M., and Bucky, M., 1984. "Games for Language Learning". Cambridge University Press, Cambridge, UK.

Doff's theory, really helps teachers to increase students' enthusiasm for learning.

4.4 Chart of *Asking question combined with text/dialogue*



Five (18%) of the elicitation strategies used by pre-service teachers focused on video teaching have been shown in the above table. In the course of teaching, the teacher inserted some questions that corresponded to the content and tried to learn about something that was to be addressed, and the teacher used text as an interactive tool for students. It can improve the topic's learning with appropriate material, such as experience in daily life. The researcher shows the query findings together with the text/dialog from the video teaching results in the following overview:

4.4 Table of *Asking question combined with text/dialogue*

Number of participants	Description Findings
Pre-service teachers 1.	Despite the video check methods for data collection in collaboration with the text and dialogues , the questions were posed by the teacher . The pre-service

	<p>teachers of pre-service send the text and try to raise questions.</p> <p>This is the class dialogue.</p> <p><i>T: "The word with the same color, is that the same meaning? I and we, she and her, he and his, is that the same meaning?"</i></p> <p><i>"Yes, it is the same,"</i></p> <p>See Appendix II.</p>
Pre-service teacher 4	<p>Related to the video check conducted by the researcher in connection with the text and dialogues, the questions were posed by the instructor. They were given a greeting card and asked by the teachers before the service to read the letter.</p> <p>This is the class dialogue.</p> <p><i>Have you ever written a greeting card?</i></p> <p><i>Maybe at your graduation in the past, or your birthday?</i></p> <p><i>Tell me how you write a greeting card.</i></p> <p><i>Can you mention the part of the greeting card?</i></p> <p>See Appendix II.</p>
Pre-service teacher 5	<p>Based on the limited check methods for data collection in connection with the text and dialogues, the questions were</p>

	<p>posed by the teacher. Teachers in pre-service sent them a descriptive text sentence.</p> <p>This is the instruction faced in class.</p> <p><i>Now, to carry out your comprehension of the descriptive text, I will give you a paper with the text that you should answer based on the text!</i></p> <p>See Appendix II.</p>
Pre-service teacher 6	<p>Based on the available review conducted by the researcher in collaboration with the text and dialogues, the questions were posed by the teacher. The pre-service teachers aim to enhance communication of favorite snacks between students.</p> <p>This is a class dialogue.</p> <p><i>Do you ever prepare food or drinks?</i></p> <p><i>S: Yes, I occasionally prepare foods such as tofu and fried rice.</i></p> <p><i>like it? Why tofu and fried rice?</i></p> <p><i>S: Because fried rice is a simple food and it just adds sauce, onion, etc.</i></p> <p><i>Do you ever make stuff that can be used in your home? "</i></p>

	<p><i>Do you ever make some crafts?</i></p> <p>See Appendix II.</p>
	<p>The second activity was found as <i>"asking questions combined with text and dialogue."</i></p> <p>This is the instruction that we faced in class.</p> <p><i>The topic of the paper is how to make a meatball, and your task is to rearrange the steps to make a meatball in the proper order.</i></p> <p>See Appendix II.</p>
Pre-Service teacher 9	<p>Despite the video review data gathering procedure in connection with the text and dialogues, the questions were posed by the instructor. The teachers at the pre-service gave them a paper and asked them to learn about analytical exposures.</p> <p><i>In this activity, you should answer the question about what you should/can/could do based on the text/dialogue.</i></p> <p>See Appendix II.</p>
Pre-Service teacher 10	<p>Based on the video review survey method in accordance with the text and dialogues, the questions were posed by the instructor. The pre-service gave them a</p>

	<p>labeling document and asked them to interpret the letter.</p> <p>This is classroom teaching.</p> <p><i>In this section, I will give you a text or paper that talks about labels. Your job is to answer the question based on the explanation before that is related to our topic. "</i></p> <p>See Appendix II.</p>
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From the label above, it can be concluded that there were 7 (21%) of *asked questions combined with text/dialogue* used by 6 pre-service teachers based on the video teaching practice. Everyone as pre-service teachers used texts to promote and enhance contact in the classroom and spoke about everyday experiences. Text or dialog can be inferred and the contribution of students in the classroom can be encouraged. Reliable texts or a dialogue help you connect the space between the knowledge of the classroom and the abilities of students to aid in real-life experiences. In addition, texts or dialogs play an essential part in presenting illustrative language samples to students. The teachers must decide critically on the materials according to the curriculum as well as consider learner facilities such as learning styles, abilities, and interests since the text or conversations serve as models for students to imitate⁶⁷. Asking questions combined with text and dialogues were used by pre-service teachers.-participation uses Adrian

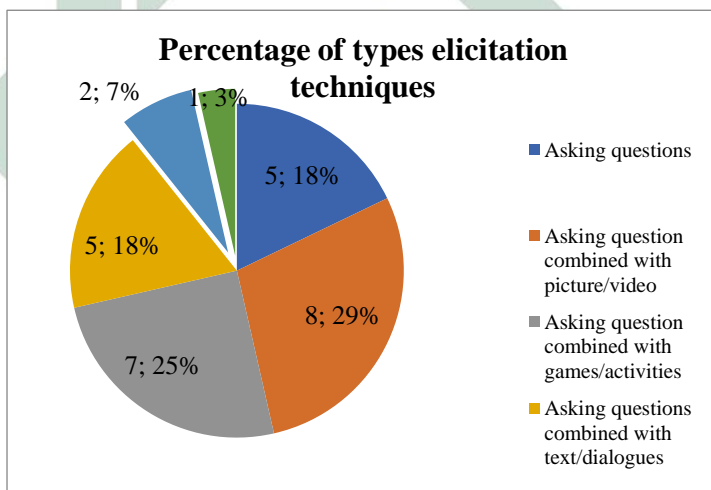
⁶⁷ [1] Doff, Adrian. 2001. *Teach English Teachers' Workbook: A Training Course for Teachers*. University of Cambridge, Australia, p. 71

Doff's fourth form theory for teaching or introducing text or dialog content and for improving writing techniques.

b) Elicitation techniques based on Penny U.

From the video result in practicing as teacher in Microteaching class, there are two types was found in the class: *transformation and monologue*. The type from this theory; *true/false, multiple choices, gap filling and completion, matching, dictation, cloze test, rewriting, translation, essays* did not find in this class. From the video of practice teaching, there are 3 as total of elicitation techniques was successful that confessed by 2 pre-service teachers.

4.5 Chart of Elicitation Techniques' Based on Penny U.R



From the chart above, there were 2 (7%) of transformation and 1 (3%) of monologue type used by pre-service teachers based on video teaching practice. In the teaching and learning process, this type was used in post-activity to try to test the students about the material. This study proves that pre-service teachers used *monologue and transformations* to test their students' knowledge of grammatical courses and how to make a sentence. The researcher shows the results of

the video learning findings of transformations and monolog as follows:

4.5 Table of Transformations and Monologue

Number of participants	Description Findings
Pre-service teacher 1	<p>The monologue was based on the video check that the researcher carried out on the form of elicitation used by pre-service teachers. The teachers of pre-service testing for a ruling</p> <p>This is classroom teaching.</p> <p><i>I have the worksheet that you should answer by making a dialogue with your friend. The theme is based on your family. You can introduce your family through personality, appearance, and profession.</i></p> <p>See Appendix II.</p>
Pre-service teachers 3	<p>The method of elicitation used by pre-service teachers was transformations based on video checks performed by the researcher. The pre-service instructor tested passive voice and changed its structure with this form.</p> <p>This is for classroom guidance.</p> <p><i>"Changes the sentences into passive!"</i></p> <p>See Appendix II.</p>
	<p>In the second activity, the pre-service instructor used the transformation forms and showed them the paper before.</p>

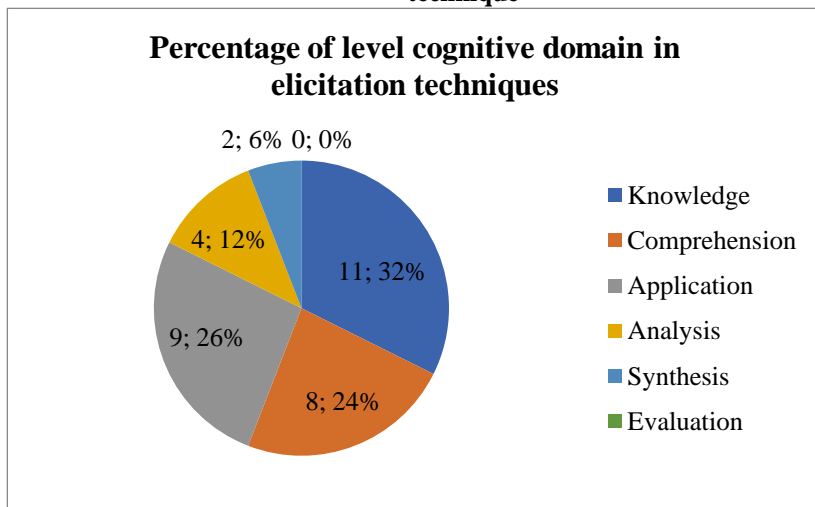
From the table above, it can be concluded that there were 2 (67%) *transformations* and 1 (33%) monologue based on the video. In this research, elicitation techniques based on Adrian Doff are more popular than elicitation techniques based on Penny UR. This study proved that elicitation questions combined with several media and activities were more effective in the teaching learning process because they could elicit them more attractively through playing games or activities or telling experiences in daily life. 3 out of 10 students as pre-service teachers used **transformations** and **monologue**. It means only a few students are using the theory of Penny UR for pre-service minority teachers, so it is used mostly in post-tests, for example, in testing grammar skills and speaking skills on the basis of results.

2. Level of Cognitive domain to Facilitate High Order Thinking Skills based on Bloom Taxonomy

As an example, in previous chapters, high-quality thinking skills are important to provide students in preparing them for real problems. High-quality thinking replicates a variety of thoughts, such as analyzing the problem, estimating and reformulating the best solutions, and arguing that. The Bloom taxonomy presented teachers with a significant framework to highlight high-quality thinking skills. Critical thinking topics should be used in the classroom to extend the cognitive domain of all stages of thinking. Contents suitable to the students and the level of a cognitive area should be asked: knowledge, comprehension, application, analysis, synthesis, evaluation.

There are keywords in every level of the cognitive domain that determine the question and the instruction level reflected as high-order thinking skills. The Chart of 4.6 summarizes the percentage of levels in the cognitive domain in the elicitation question technique.

4.6 Chart of level cognitive domain in elicitation question technique



From the chart above, we found 11 (35%) levels of cognitive domain *knowledge* that were used by pre-service teachers. Then, 8 (25%) levels of cognitive domain were found based on the video practice teaching. It was followed by 9 (26%) of the level of cognitive domain, an *application* that is used by pre-service teachers. The level of cognitive domain analysis amounts to 4 (13%) used by pre-service teachers. The last level that was used by pre-service teachers was the cognitive domain, with *synthesis* amounting to 2 (6%) from video teaching practice. It means the researcher did not find any *evaluation* in this study.

After the presentation of this pre-service stage of the cognitive domain, high-order thinking skills were facilitated. Below, the researcher provides findings about cognitive domains.

a) Knowledge

The first level of the cognitive domain is *knowledge*, which has a definition as recalling information in specific or universal based on fundamental acts, terms, basic concepts, and answers about the material that is appropriate with

teacher elicitation. At this level, there is a keyword that refers to the *knowledge level* based on bloom taxonomy.

Keyword: Who, what, why, when, omit, where, which, choose, find, how, define, label, show, spell, list, match, name, relate, tell, recall, select.

The researcher display finding of *level cognitive domain; Knowledge* from the results of video teaching into table as follow:

4.6 Table of level cognitive domain; Knowledge

Number of Participant	Questioning	Description Findings
Pre-service teacher 1	<p><i>T: "The word with the same color, is that the same meaning? I and we, she and her, he and his, is that the same meaning?"</i></p> <p><i>"Yes, it is the same,"</i></p>	<p>With the support of the video check, knowledge was used in pre-service teachers by the researcher. Due to the fact that in this case, teachers who remember details on the topic "We and us" are the materials in the school as a description of pronoun. The importance of this problem determines the subject according to the pronoun pattern.</p> <p>Refer to Appendix II.</p>
	<p><i>"I will give you some video and your job is to answer the question in the worksheet based on the video that I played."</i></p>	<p>On the basic principle of the video check, knowledge was used in pre-service teachers by the researcher. That is because the pre-service teacher's directions request information about the video showing</p>

		<p>the pronoun to remember. The aim of the directive is to select the word for a pronoun pattern.</p> <p>Refer to Appendix II.</p>
	<i>"Who is the speaker?"</i>	<p>In the background of the video check, the researcher used knowledge gained in pre-service teachers. The explanation is that the teachers at pre-service are asking them the fundamental question, "Who?"</p> <p>Refer to Appendix II.</p>
	<i>"Who is coming to visit the speakers' house?"</i>	<p>With the support of the video check, knowledge was used in pre-service teachers by the researcher. It is because the teachers in pre-service ask them with the fundamental question "Who?", which means showing who comes to the house from the video material of the class.</p> <p>Refer to Appendix II.</p>

	<i>"Can you tell me about your grandfather's family?"</i>	In the background of the video check, the researcher used knowledge gained in pre-service teachers. The reason why the pre-service teachers ask them "What," the basic question, is how many grandfathers have kids. Refer to Appendix II.
Pre-service teacher 3	<i>Looked the picture, what is that?</i>	In the background of the video check, the researcher used knowledge gained in pre-service teachers. It's because the pre-service professors ask them "What" has significance for the LCD image. Refer to Appendix II.
Pre-service teacher 5	<i>"Have you ever learned about descriptive text in junior high school?"</i> <i>"Are you remembering how to make descriptive text or the structure of descriptive text?" Still remember?"</i>	In the background of the video check, the researcher used knowledge gained in pre-service teachers. The pre-service instructor aims to motivate them to remember the descriptive text learning experience. Refer to Appendix II.

<p>Pre-service teacher 6</p>	<p><i>"I will give you some questions that are related to the material."</i></p> <p><i>Do you ever prepare food or drinks?</i></p> <p><i>S: I do make some foods, such as tofu and fried rice, on occasion.</i></p> <p><i>Do you ever make stuff that can be used in your home? "</i></p> <p><i>Do you ever make some crafts?</i></p>	<p>The knowledge was based on the video-checking conducted by the researcher on the forms of elicitation used by the pre-service instructor. The instructor pre-service seeks to remember the experience of the students in producing food, food and drink.</p> <p>Refer to Appendix II.</p>
<p>Pre-service teacher 7</p>	<p><i>Have you ever learned about analytical exposition text?</i></p> <p><i>"What is an analytical exposition that you still remember?"</i></p> <p><i>"What is the function of the analytical exposition text?"</i></p> <p><i>What is the pattern of analytical exposition text?</i></p>	<p>The pre-service teacher's knowledge was based on the video-checking performed by the researcher on the types of elicitation used by the pre-service teacher. The pre-service teacher is trying to recall information about the analytical exposure text.</p> <p>Please see Appendix II.</p>

<p>Pre-service teacher 8</p>	<p><i>Have you ever made a greeting card?</i></p> <p><i>Have you ever gotten a greeting card from your friends? "</i></p> <p><i>"When was the last time you made a greeting card?"</i></p> <p><i>"So, what is the greeting card?" Can you explain what a greeting card is?</i></p>	<p>The pre-service teacher's knowledge was based on the video-checking performed by the researcher on the types of elicitation used by the pre-service teacher. The Pre-service Teacher is trying to recall the experiences of making a greeting card and asks them to tell the story of the guests at the party.</p> <p>Please see Appendix II.</p>
<p>Pre-service teacher 10</p>	<p><i>"What is your favorite food?"</i></p> <p><i>Why do you like fried rice?</i></p> <p><i>Do you like a snack? "</i></p>	<p>The pre-service teacher's knowledge was based on video-checking performed by the researcher on the types of elicitation used by the pre-service teacher. The Pre-service Teacher is trying to recall the experience of making a greeting card and asks them to tell the story of the guests at the party.</p> <p>Please refer to Appendix II.</p>

From the above table it is possible to explain the data from techniques of elicitation for high-order thinking skills: 11 (35%) of the cognitive domain were included; the knowledge used by six video-based professors. The Pre-

Service Teachers try to open up the class by questioning the experiences of everyday life, and try to retrieve the information that fits the material in the class.

b) **Comprehension**

The second level is comprehension, which refers to the process of thinking about the information that the teacher wants to know, how the students think about the information that applies to the subject, and the process of understanding the information that corresponds with the questions asked by the teacher.

Keywords: Compare, contrast, demonstrate, interpret, explain, extend, illustrate, infer, outline, relate, rephrase, translate, summarize, show, classify.

The researcher display finding of *level cognitive domain; Comprehension* from the results of video teaching into table as follow:

4.7 Table of level cognitive domain; *Comprehension*.

Number of Participant	Questioning	Description Findings
Pre-service teacher 2	<i>Do you get the point from the video?</i>	<p>Comprehension was based on the video-checking performed by the researcher on the types of elicitation used by the pre-service teacher. The meaning of the teacher pre-service instruction is to summarize the video and give the main point based on the video.</p> <p>Please see Appendix II.</p>
	<i>What type of invitation is contained in this text?</i>	<p>Comprehension was based on the video-checking performed by the researcher on the types of elicitation used</p>

		<p>by the pre-service teacher. The meaning of the teachers' pre-service instruction is to classify the types of invitation cards from the LCD text.</p> <p>Please see Appendix II.</p>
Pre-service teacher 3	<i>Looked at the picture again and it changed to passive!</i>	<p>Comprehension was based on the video-checking performed by the researcher on the types of elicitation used by the pre-service teacher. The meaning of this instruction is to rewrite the sentence into a passive voice.</p> <p>Please see Appendix II.</p>
	<i>Changes the sentences into passive based on the text!</i>	<p>Comprehension was based on the video testing that the researcher did on the forms of elicitation used by pre-service teachers. The purpose of this instruction is to rephrase a sentence based on the text into a passive voice.</p> <p>See Appendix II below.</p>
Pre-service teachers 6	<i>Today, we will learn about that. Before we</i>	<p>Comprehension was focused on the video check that the researcher</p>

	<p><i>go, I will give you a video. "</i></p> <p><i>(T: Now, can you mention the theme based on the videos</i></p> <p><i>: procedure text?</i></p> <p><i>(T: Yes, that's right. What else? Can you mention the things that are related to the procedure text?</i></p>	<p>did on the forms of elicitation used by pre-service teachers. The purpose of the classroom dialogue is to illustrate the concept of video-related learners.</p> <p>See Appendix II below.</p>
Pre-service teacher 7	<p><i>Now, I want you to explore the comprehension of analytical exposition.</i></p> <p><i>When I ask you to come forward to answer this part, there will be music that I will play. When the music stops, you should answer this part. This part consists of random sentences that should be rearranged until they become good sentences.</i></p>	<p>Comprehension was focused on the documentary conducted by the researcher on the types of elicitation used by the pre-service teacher. The meaning of the activity held in class is to rewrite the sentence through YOUR TURN! Games.</p> <p>Refer to Appendix II.</p>

From the table above, the data on elicitation techniques to help high-order thinking skills can be explained as follows: Based on the video, there were eight levels (25%) of the cognitive domain of comprehension used by four pre-service

teachers based on the video. The pre-service teachers elicit their students to mention the main idea by rephrasing the sentence into a good pattern, classifying the types of parts that are appropriate with the material in several ways, such as holding a dialogue, playing a game, and adding music to those activities.

c) Application

The third level is *Application* refers to the ability to apply the rules, principles, information, and theories in order to apply them in real situations that are related to material.

Keyword:

Apply, build, choose, construct, develop, interview, make use of, organize, experiment with, plan, select, solve, utilize, model, identify

4. 8 Table of level of cognitive domain; Application

Number of Participant	Questioning	Description Findings
Pre-service teacher 1	<i>Every student has to draw a lucky spin, and I have a lucky spin. Every section in the spins has a clue to make a sentence consist of pronouns, and your job is to make a sentence based on the spins that you choose.</i> "	The application was based on a video check that the researcher conducted on the types of elicitations used by pre-service teachers. Lucky Spins in this activity asks the students to make a sentence that consists of pronouns. Please see Appendix II.
	<i>I have the worksheet that you should answer by making a dialogue with your friend. The theme is based on your family. You can introduce your family through personality,</i>	Application was predicated on the documentary performed by the researcher on the types of elicitation being used by pre-service teachers. In this situation, students are

	<i>appearance, and profession.</i>	asked to give a description of the family through personality, appearance, and profession. Then, students are asked to introduce their own family to real-life situations. Also note Appendix II.
Pre-service teacher 2	<i>Make the dialogue from this invitation card!</i>	The application was entirely predicated on the content recorded by the researcher on the types of elicitation used by the pre-service teacher. The LCD font on the Invitation Card and the Pre-Service Teacher Instruction is a conversation between students talking about an invitation to a party. Please view Appendix II.
Pre-service teacher 4	<i>"I will give you a paper color that consists of our theme greeting card. Your job is to make a greeting for your close friend. "</i>	Application was concentrated on the documentary conducted by the researcher on the types of elicitation used by the pre-service teacher. The Pre-service teachers ask them to start making a greeting card and give it to their

		good relatives in actual life. Also note Appendix II.
Pre-service teacher 5	<i>Now, we are going to play a game to remember descriptive text. There is a lucky spin that you should draw. I will divide you into groups to work together. Your job is to describe this section that you have drawn before using descriptive text!</i>	The application focused on the researcher's video clip of the types of elicitation used by the pre-service teacher. Pre-service teachers play the game only with lucky spins to describe things based on their appearance and to further apply their understanding of the descriptive text. Please see Appendix II.
Pre-service teacher 6	<i>The topic of the paper is how to make a meatball, and your task is to rearrange the steps to make a meatball in the proper order.</i>	The application was based entirely on the specific video actually performed by the researcher on the types of elicitation used by the pre-service teacher. In this direct instruction, the pre-service teachers ask them to reconstruct a text of the procedure for making a meatball in the right pattern.
Pre-service teacher 9	<i>If I have a game and draw a spin here, if the spin chooses you, you</i>	The application was based solely on the original video written and performed by the

	<p><i>will get the punishment.</i></p> <p><i>The punishment is making a sentence that consists of "could, should, can."</i></p>	<p>researcher on the types of elicitation used by the pre-service teacher. The situation discussed the function of the teacher should, could, and could ask them to make a sentence to apply the pattern.</p>
	<p><i>In this activity, you should answer the question about what you should/can/could do based on the text or dialogue.</i></p>	<p>The application was based on the specific video written and performed by the researcher on the types of elicitation used by the pre-service teacher. The media in the class shows a dialog and asks them to reply to the application of the should, can, and could pattern.</p> <p>Please also see Appendix II.</p>
Pre-service teacher 10	<p><i>In this section, I will give you a text or paper that talk about labels. Your job is to answer the question based on the explanation before that is related to our topic.</i></p>	<p>The application was based on a video check that the researcher conducted on the types of elicitations used by pre-service teachers. In this class, pre-service teachers ask for the label</p>

		information to be answered and applied. Please see Appendix II.
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The following can be explained from the above table: data on elicitation strategies for the purpose of facilitating high-order thinking: 9 (26%) of the cognitive field level; applications that were used by 7 teachers based on experience of video teaching. The teachers in advance invite their students to enter into a dialog and to use a greeting card to respond to the worksheet based on pre-service instructions.

d) Analysis

In the fourth stage, analysis refers to scrutinizing and shattering the knowledge addicted to the component by identifying the object or basis. Making statistical inferences and finding facts to support broad generalizations This segment refers to the ability to split knowledge into separate sections.

Keywords:

analyze, categorize, classify, compare, contrast, discover, dissect, divide, examine, inspect, simplify, survey, test for, distinguish, list, distinction, theme, relationships, function, motive, inference, assumption, conclusion, take part in

4.9 Table of level cognitive domain; Analysis

Number of Participant	Questioning	Description Findings
Pre-service teacher 4	<i>Before we go into the material, I will ask you to stand up and play a game that is related to our material today. Your job is to mention the alphabet that I said. One person, one alphabet!</i>	The study was based on a video review carried out by the researcher of the kinds of enthusiasm used by an instructor. In this case, pre-service teachers play games such as Alphabet Mentioning and ask students to analyze while playing, breaking down activity-based

	<p><i>Based on the activities, can you guess the material today?</i></p> <p><i>What is the topic?</i></p> <p><i>Have you ever written a greeting card?</i></p> <p><i>Maybe at your graduation in the past, or your birthday?</i></p> <p><i>Tell me how you write a greeting card.</i></p> <p><i>Can you mention the part of the greeting card?</i></p>	<p>knowledge and getting them to infer the significance of this material-related game.</p> <p>Please see Appendix II.</p>
Pre-service teacher 5	<p><i>"Now, I will give you some videos about "procedural text".</i></p> <p><i>Do you get the point from this video?</i></p> <p><i>Do you know the purpose of descriptive text?</i></p> <p><i>Do you get the structure of descriptive text?</i></p>	<p>The study was based on the video review carried out by the researcher of the kinds of enthusiasm used by pre-service teachers. The pre-service teachers have some video for review and evaluation of multiple video points.</p> <p>See Appendix II.</p>

	<p><i>Now, I will give you some videos about "procedural text".</i></p> <p><i>Do you get the point from this video?</i></p> <p><i>Do you know the purpose of descriptive text?</i></p> <p><i>Do you get the structure of descriptive text?</i></p>	
Pre-service teacher 10	<p><i>Now, I will give you a snack, but don't eat it. Try to analyze the snack "</i></p>	<p>Based on the video analysis conducted by the researcher, the types of elicitation used by pre-service teachers were identified. In this situation, the pre-service teacher gives them a real snack and asks them to analyze several of the parts that exist in those snacks.</p> <p>See Appendix II.</p>
	<p><i>"I will give you a video about labels."</i></p>	<p>The study was based on a video review carried out by the researcher of the kinds of enthusiasm</p>

	<p><i>What do you get from the video?</i></p> <p><i>What is the function of the label?</i></p> <p><i>What is the part of the label?</i></p>	<p>used by an instructor. Pre-service teachers have taken an LCD to display the mark video chat. Pre-service lecturers are calling for their attention and trying to arrange a range of video-based knowledge.</p>
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In the table above, the researcher will describe data on elicitation strategies that promote higher order of thinking: 4 cognitive levels (12%) were used by three pre-service teachers based on the experience of video teaching. The data were given in the following table. Pre-Service teachers stimulate their students by challenging them in conjunction with photo/video and games. After that, their students can examine a number of information relevant to the material.

e) **Synthesis**

That fifth phase includes the synthesis, by merging elements into an alternate pattern, to compile information together in a different way. In sum, synthesis refers to generating and integrating new ideas into new ideas from a range of tools, such as brainstorming in the classroom⁶⁸.

Keywords:

build, choose, combine, compile, compose, construct, create, design, develop, estimate, formulate, imagine, invent, make up, originate, plan, predict, propose, solve, solution, suppose, discuss, modify, change, original, improve, adapt, minimize, maximize, theorize, elaborate, test, happen, delete

4. 10 Table of level cognitive domain; *Synthesis*

Number of Participant	Questioning	Description Findings
Pre-service teacher 6	<i>Now, I will divide you into 2 big groups, each consisting of five people. And then I have</i>	The synthesis was based on the video research and testing of the possible forms of

⁶⁸ L. W. Anderson, 2001 “ *A Taxonomy For Learning, Teaching And Assessing*”. (New York). p. 67-68

	<i>2 pictures here. There are coffee and tea. Your job is to describe the picture using procedure text, how to make coffee and tea.</i>	elicitation used by the pre-service teacher and the researcher. In this case, teachers split the class into two broad groups; they worked with new products, such as tea and coffee, for a procedure document. Note: Appendix II
Pre-service teacher 8	<i>In this activity, I will divide you into three groups. Your job is to make a greeting card based on the picture that your group chose, and your group can make a special card and create a creative form that you want.</i>	The synthesis was based on the video research and testing of the specific forms of elicitation used by the pre-service teacher and the researcher. The group asks you to try to create a special and innovative greeting card. From any tools, they should create a greeting card with relevant material.

From the table above, the data on elicitation techniques to facilitate high-order thinking skills can be explained as follows: There were two (6%) levels of cognitive domain synopsis that were used by three pre-service teachers based on the video teaching practice. The pre-service teachers elicit their students' brainstorming and create new forms such as creative greeting cards or procedure texts about coffee and tea.

B. Discussion

In order to achieve the same kind of understanding of the complexities between the reader and the researcher in order to find the thorough research, this part explores these findings by focusing on many theories relevant to each subsequent issue. Specifically, the findings of the research were recognized after a review of the data. The available data and clarification given above demonstrate the types of elicitation question used by the pre-service teachers to promote high-order thinking skills.

1. The types of elicitation questions that pre-service teachers used to facilitate High-Order Thinking Skills at Universitas Islam Negeri Sunan Ampel Surabaya

Investigating students as pre-service teachers used elicitation question techniques to facilitate high-order thinking skills was the major objective of the study. The researcher seeks to associate the finding in this case with various theories. According to the first research problem, the finding proved that from the video results in practicing as a teacher in the Microteaching class, there are four types based on what Adrian Doff found in the class: asking questions, *asking questions combined with pictures or videos*, *asking questions combined with audio or music*, *asking questions combined with games or activities*, *asking questions combined with text or dialogue*. The last type from this theory, *asking questions combined with non-verbal language*, was not found in this class. From the video of practice teaching, a total of 28 elicitation techniques were successfully confessed by 10 pre-service teachers. Based on Penny's U.R theory, which was found in the class, there are two types: *transformation and monologue*. The types of this theory: *true/false*, *multiple choices*, *gap filling and completion*, *matching*, *dictation*, *cloze test*, *rewriting*, *translation*, and *essays*, were not found in this class. From the video of practice teaching, there were 3 successful elicitation techniques confessed by 2 pre-service teachers.

The goals of that elicitation are to gain students' knowledge through several activities, such as describing a picture, telling an experience in daily life, and finishing incomplete sentences at various tasks. In Addition, Jim Scieverner state that elicitation indicates figure out knowledge,

ideas, and language. This is method based on values that students almost certainly be familiar with certain topic and know lot superfluous than provide students recognition for, starting with what students discern is a creative way to commence latest work, connecting people in question-and-answer movement towards innovative discoveries is frequently more successful than basically giving 'lecture'. Jim Scieverner also add some steps to elicit; teacher suggest a understandable initiative to the students, possibly by using picture, gestures, or question and then teacher supply the appropriate language, information or ideas and the last is teachers give feedback for students⁶⁹. Then, this goal was successful and was applied by all students as pre-service teachers for PPL 2. Adrian Doff and Penny U.R. developed six types of elicitation questions that were used based on the findings. they are:

a) ***Asking question to facilitate high-order thinking skills***

When students as pre-service teachers used this type, they opened the class by recalling information that related to the material as pre-activity. This statement is supported by some statements that inquire questions are the most critical resources for teachers to deal with the classroom, engage students with pleasure, offer trust to involvement, and expand comprehension. In addition, Thuy maintains that inquire questions are assessed as an art and science for different methods of teaching to be taken into account, as well as the various form and suitable extent of questions should be elevated in a lesson⁷⁰. After recalling information based on material, pre-service teachers can move to the next level activity and make students think critically.

⁶⁹Scieverner, Jim. 2010 "Learning Teaching: The Essential Guide To English Language Teaching" Macmillan books for teachers. p. 73

⁷⁰ Thuy, Nguyen Thanh. 2011. *The Exploration of Eliciting Techniques Used by Fourth-Year Students in Their Teaching Practicum at English Division I*, Faculty of English Language Teacher Education, University of Languages and International studies, Vietnam National University. Thesis. Hanoi: VietnamNational University.

b) *Asking question combined with picture/video to facilitate high order thinking skills*

Student as pre-service teacher provided picture and try to elicit them with every single question such as, analyzing and finish the task to interpret the meaning of picture/video. Doff stated that the teacher uses photos/video to show what the students observe and ask why they think it will happen next and how they feel or think it will. Briefly, the picture/video is a good media for encouraging student opinions on the subject. Briefly, picture/video is a very good medium to encourage the opinion of students on the subject. An example can be found in this following picture. The above picture can be used to obtain student feedback on the subject before you read. In addition, to change the vocabulary that is necessary for reading the text, teachers may use the same picture. It will allow students to easily understand the text. It is therefore possible to infer the image/video as object media that can increase the degree of questioning to examine, classify subjects and solve problems by generating new items relating to materials.

c) *Asking question combined with games/activities to facilitate high order thinking skills*

Combining asking questions with games and activities can be concluded as warming up in pre-activity or testing in post-activity, and this type is flexible enough to elicit responses from students in several ways. Lee states that it is achievable to be taught a language and have the benefit of its self at the same time⁷¹. In addition, Wright notes that mastering the language is already extremely hard work. Games help to encourage the interest and engagement of many learners. Therefore, students should be innovative as pre-service teachers to develop a game or activities to help students. Based on this research, every student as a pre-service teacher used this type for analyzing and testing, and several students knew that related material.

⁷¹ Lee, K. (1995). "From Creative Games for the Language Class". Forum, 33 (1). Retrieved from <http://eca.state.gov/forum/vols/vol33/no1/P35.htm>

d) *Asking question combined with text/dialogue to facilitate high order thinking skills*

If everyone as a pre-service teacher used texts to promote and enhance contact in the classroom and spoke about everyday experiences, It can be inferred that texts or dialogs can promote the contribution of students to the classroom. Reliable texts or dialogues, when incorporated into the language classroom, are capable of connecting the space between the knowledge of the classroom and the competence of students to contribute to real world experience. Texts or dialogs also play a major role in the provision of illustrative examples of languages for students. Because text or dialog are common examples for students to imitate, the instructor should carefully select materials based on the curriculum and while taking into account factors for learners such as learning styles, capacity, and interest. Text/dialog can be used as a medium to test the writing and speaking abilities in a classroom.

e) *Transformations as elicitation techniques to facilitate high order thinking skills*

When students as pre-service teacher uses this type, the goal is to assess how students write a sentence or paragraph in grammar rules. According to Chomsky, A transformations is defined by the structural analysis to which is it applies and the structural change that it effects in these strings⁷². In other word, this test is applied for student in grammatical context. The students change the formations of grammar based on teacher instruction. This item is comparatively easy manage and to spot. But validity may be supposed. The test is for grammatical structures and transforms sentences⁷³. In this situation based on the research, students should apply grammar rules that appropriate with material.

⁷² Chomsky, Noam. 1965. *Aspect Theory of Syntax*.

⁷³ Ur, Penny. 2000. *A Course in Language Teaching: Practice And Theory*. Cambridge Teacher Training And Development. New York. p.38

f) *Monologue as elicitation techniques to facilitate high-order thinking skills*

Based on this research, pre-service teacher used this type for assess students speaking skills such as speaking skills in introduce student's family using pronoun. This is a successful standard evaluation of general speech skills. It is easy to present a problem and advise the class to write a script about it, but it is very difficult and consuming to analyze it. It must be understandable and conducted in advance⁷⁴. In this type, students ask to write several paragraphs using pronoun that related with material. Then, they ask to tell a story in front of the class that can improve speaking skills. This activity based on this research in post-activity that has a goal to assess students about pronoun.

2. **The levels of cognitive domain in facilitating high-order thinking skill used by-pre service teacher through questioning**

To investigate the level of cognitive domain in facilitating high-order thinking skills, the researcher seeks to associate the finding in this case with various theories. According to the second research problem, the finding proved that from the video results in practicing as a teacher in Microteaching class, there are 34 questions that have their respective levels and are grouped into multiple levels based on the lesson plans that have been identified. From the findings of level cognitive domain, there were 11 (35%) levels of cognitive domain *knowledge* that were used by pre-service teachers. Then, 8 (25%) levels of cognitive domain were found based on the video practice teaching. It was followed by 9 (26%) of the level of cognitive domain, an *application* that is used by pre-service teachers. The level of cognitive domain analysis amounts to 4 (13%) used by pre-service teachers. The last level that was used by pre-service teachers was the cognitive domain, with *synthesis* amounting to 2 (6%) from video teaching practice. It means the researcher did not find any *evaluation* in this study.

As the goal of the teaching-learning process, high-order thinking skills are important for students in order to solve

⁷⁴ Ibid..... p.47

problems and think critically. To achieve this goal, bloom taxonomy might help teachers ask questions that can facilitate high-level thinking skills. Bloom's taxonomy has a system or structure to categorize the question, whether it is lower or higher. Benjamin Bloom was the one that had a cognitive domain framework to categorize the level of abstraction of questions that typically arise in classroom context⁷⁵. The framework defined criteria which set out the levels and questions and focused on the level of critical thinking at different levels. Critical analysis questions could be used to encourage classroom students to produce all levels of thinking within the cognitive domain, and the outcomes can increase the detail of the question, increase comprehension, and solve the problem through logical thinking. Through using terms as directions that motivate questions and assignments, then by completing the questions that are relevant to the learners' objectives, Then, this goal was successful and applied by all students as pre-service teachers in Micro-Teaching class, and the level of cognitive domain covered five levels based on finding;

a. Knowledge

The framework defined criteria which set out the levels and questions and focused on the level of critical thinking at different levels. Critical analysis questions could be used to encourage classroom students to produce all levels of thinking within the cognitive domain, and the outcomes can increase the detail of the question, increase comprehension, and solve the problem through logical thinking. Then, in the Micro-Teaching class, all students as pre-service teachers achieved and applied this goal, and the level of the cognitive domain covered five levels based on finding.

b. Comprehension

The data of elicitation techniques to facilitate high-order thinking skills can be explained as follows: Based on the video, there were eight levels (25%) of the cognitive domain of comprehension used by four pre-service teachers based on the video. .Comprehension or level II can

⁷⁵ L. W. Anderson, 2001 “ *A Taxonomy For Learning, Teaching And Assessing*”. (New York).

stimulate understanding of facts and ideas by organizing and comparing the ideas or content⁷⁶. Level II as Comprehension refers to the thinking process about the information that the students organize about the material and the process for understanding the information that is appropriate with teacher elicitation questions. The pre-service teachers elicit their students to mention the main idea by rephrasing the sentence into a good pattern, classifying the types of parts that are appropriate with the material in several ways, such as holding a dialogue, playing a game, and adding music to those activities.

c. *Applications*

Based on data findings in previous chapter, the data of elicitation techniques to facilitate high-order thinking skills can be explained as follows: there were 9 (26%) of level cognitive domain; *Applications* that used by seven pre-service teachers based on the video teaching practice. Solve problems and create new solutions is basic in application level⁷⁷. By using application levels, students may gain new knowledge, ideas, and techniques that are related to learning objectives. The pre-service teachers elicit their students to make a dialogue, a greeting card, and apply the pattern to the answer in the worksheet based on pre-service teacher instruction.

d. *Analysis*

The data of elicitation techniques to facilitate high-order thinking skills can be explained as follows: There were four levels of cognitive domain *analysis* that were used by three pre-service teachers based on the video teaching practice. The fourth level in Bloom's taxonomy is to distinguish and break information into several parts to identify problems and find evidence to support organizations of information of ideas⁷⁸. In this part, analysis is refers to ability for breakdown an information into several parts to identifying motives. Making an assumption that can

⁷⁶ Ibid. p. 315

⁷⁷ Ibid p. 316

⁷⁸ Ibid.

prove causes based on the information. The pre-service teachers elicit their students through questioning combined with picture/video and games. After that, their students analyzing information about story for make a statement or judgment appropriate with story.

e. **Synthesis**

The data of elicitation techniques to facilitate high-order thinking skills can be explained as follows: There were two (6%) levels of cognitive domain synopsis that were used by three pre-service teachers based on the video teaching practice. Synthesis is the collection of information in a different way by combining several pieces of information to form a new pattern or stimulate alternative solutions based on topic⁷⁹. In short, Synthesis refers to creating and combining new ideas into new ideas from different resources, such as brainstorming in the class. In this activity, students should be able to think critically and actively bring the new ideas that they have collected from any resource in a creative way. The pre-service teachers elicit their students' brainstorming and create new forms such as creative greeting cards or procedure texts about coffee and tea.

⁷⁹ Ibid p. 319

CHAPTER V CONCLUSION AND SUGGESTION

The final conclusion of this research is explored in this chapter, which discusses the elicitation strategies used by pre-service teachers to encourage high-order thought skills and students as pre-service teachers. In addition, this chapter also offers a recommendation on study for students, teachers and researchers.

A. Conclusion

1. The types of elicitation techniques to facilitating high-order thinking skill

The types of elicitation techniques to facilitate high-order thinking skills have been analyzed by the researcher and covered six types of all the techniques that pre-service teachers used. A *question* (17%) was found in the four teachers' videos. Almost all pre-service teachers used *questions* in pre-activity to begin the class. Asking questions is the leading method for students to produce ideas and answers. Six teachers were discovered to have been abused. *Asking questions combined with pictures or videos* (33%). Almost all the teachers used LCD to show a picture or video to elicit them. Then, ask to analyze based on the students' knowledge. There were 7 (29%) of this type confessed by pre-service teachers based on the video. Pre-service teachers gave simple games/activities for individual and teamwork and appropriate with the material, such as guessing words, making a sentence with lucky spin or drawing spin. While the students are playing games, some pre-service teachers ask the students and elicit answers that relate to the material. Based on the video teaching practice, there were five (21%) elicitation techniques that were used by pre-service teachers. The pre-service teacher always inserted several questions that were appropriate with the material, tried to know the experience about something that was going to be discussed, and the teacher used text as a tool for communication between the students during the teaching learning process. It can improve the topic's learning with appropriate material, such as experience in daily life. Based on video teaching practice, there were 2 (67%) of the transformation type and 1 (33%) of the monologue type used by pre-service teachers. In the teaching and learning process, This type was

used in post-activity to try to test the students' knowledge of the material. This study proves that pre-service teachers used *monologue and transformations* to test their students' knowledge of grammatical courses and how to make a sentence.

2. **The level of cognitive domain in facilitate high-order thinking skill through questioning**

The data of elicitation techniques to facilitate high-order thinking skills can be explained as follows: On the video, there were 11 (35%) levels of cognitive domain knowledge that were used by six pre-service teachers based on the video. The pre-service teachers try to open the class through questioning about experiences in daily life and try to recall the information that is appropriate for the material in the class. Based on the video, there were eight levels (25%) of the cognitive domain of comprehension used by four pre-service teachers based on the video. The pre-service teachers elicit their students to mention the main idea by rephrasing the sentence into a good pattern, classifying the types of parts that are appropriate with the material in several ways, such as by holding a dialogue, playing a game, and adding music to those activities. There were 9 (26%) level cognitive domain applications that were used by seven pre-service teachers based on the video teaching practice. The pre-service teachers elicit their students to make a dialogue, a greeting card, and apply the pattern to the answer in the worksheet based on pre-service teacher instruction. There were four levels of cognitive domain *analysis* that were used by three pre-service teachers based on the video teaching practice. The pre-service teachers elicit their students' thoughts through questioning combined with pictures, videos, and games. After that, their students analyzed several pieces of information that related to the material. There were two (6%) levels of cognitive domain synopsis that were used by three pre-service teachers based on the video teaching practice. The pre-service teachers elicit their students' brainstorming and create new forms such as creative greeting cards or procedure texts about coffee and tea.

B. Suggestion

According to the consequences of study, there are several considerable implications from the researcher which is affirmed as follows:

1. For students as pre-service teachers

There are several types of elicitation questions with the feature, according to the research done by the researcher. The researcher expects students to adjust the types of elicitation questions and give attention to the level of the cognitive domain that may cover high order thought skills after the reading of this thesis as pre-service teachers. English teachers can be more creative in drawing up students with a wide array of skills to establish good English teaching as a foreign language.

2. For lecturer

Concerning to the elicitation techniques particularly in write lesson plans for Micro- Teaching class, Lecturer should consider a part of how to write lesson plan with High-Order Thinking Skills step by step, lecturer can facilitate students as pre-service teachers and which element of source language that may improve and construct questioning strategy with High-Order Thinking Skills. It can be concluded, this is might conduct them to plan easier steps, lessons and materials to create students find out new creativity and thoughtful.

3. For further researchers

In conclusion, as this study has a lot of limitation and weaknesses. It would be delighted if other researchers are performing and accomplish a better research. Elicitation question is an exciting theme to be argued and discusses. The topic is penetrating the suitable method to extract students in pre-activity of teaching learning process until the post-activity with high-order thinking skills. This will contribute to the hopes of the researchers that this study will be further strengthened and modernised. If the next researcher is interested in this topic/theme, the next researcher expectations will increase and innovate this study. The next researcher will look for the results of the student's answers and is eager to learn English as a foreign language when they are brought forward by the English teacher. In addition, the method for explaining the problems in the questioning approach is also relevant to enable English teachers to learn skills in high-order thinking skills.

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