TEACHER'S ELICITATION IN ENGLISH CLASSROOM INTERACTION

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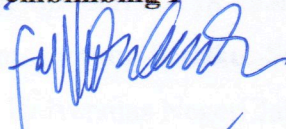
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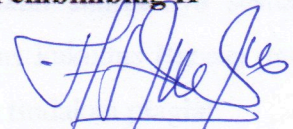
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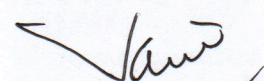
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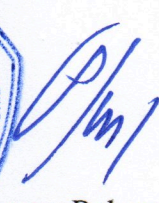NIP. 198002222008121002

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Bismillahirrahmanirrahim.

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ABSTRACT

DEA NUR AINI. 2017. Teacher's Elicitation in English Classroom Interaction. A Skripsi. Jakarta: English Department, Faculty of Languages and Arts, Universitas Negeri Jakarta. January 2017.

This research was aimed at identifying teacher's elicitation in English classroom interaction. This research focused on the teacher's utterances that arose during the learning process. The participant of this study was an English teachers in Al-Alaq Elementary School Bekasi in the academic year 2015/2016. The utterances were recorded and transcribed, then analyzed using table analysis to calculate the frequency of teacher and students' turn. Furthermore, the teacher's elicitation analyzed by using Coulthard (1975) and Slatery (2001). The result showed there were 109 utterances identified as elicitation. This study found that there were 4 types of elicitation which were used by the teacher, they are elicit to inform, elicit to agree, elicit to clarify, and elicit to repeat. The most frequently used is elicit to inform by using wh-question for about 49 times. The elicitation do not completely facilitate the students to develop their oral participation in answering questions. But the elicitation have succeed to make students get a better understanding.

Keywords: Teacher's Elicitation, Classroom Interaction, Classroom Discourse

ABSTRAK

DEA NUR AINI. 2017. Pancingan Guru dalam Interaksi Kelas Bahasa Inggris. Skripsi. Jakarta: Jurusan Bahasa dan Sastra Inggris, fakultas Bahasa dan Seni, Universitas Negeri Jakarta. Januari 2017.

Penelitian ini ditujukan untuk mengindentifikasi pancingan guru dalam interaksi kelas bahasa Inggris. Penelitian ini difokuskan pada ucapan guru yang muncul selama proses pembelajaran. Peserta penelitian ini adalah guru bahasa Inggris di SD Al-Alaq Bekasi pada tahun akademik 2015/2016. Ucapan direkam dan ditranskrip, kemudian dianalisis rubrik analisis untuk menghitung frekuensi ucapan guru dan siswa. Selanjutnya, pancingan guru dianalisis menggunakan Coulthard (1975) dan Slatery dan Willis (2001). Hasil penelitian menunjukkan ada 108 ucapan teridentifikasi sebagai pancingan. Penelitian ini menemukan bahwa ada 4 tipe pancingan yang digunakan guru, pancingan untuk menginformasikan, pancingan untuk menyetujui, pancingan untuk mengklarifikasi, dan pancingan untuk mengulang. Pancinan yang paling sering digunakan adalah pancingan untuk menginformasikan menggunakan pertanyaan 5W1H sebanyak 49 kali. Pancingan guru tidak sepenuhnya memfasilitasi siswa untuk mengembangkan partisipasi lisan mereka dalam menjawab pertanyaan. Tapi pancingan guru yang telah berhasil membuat siswa mendapatkan pemahaman yang lebih baik. guru bahasa Inggris harus kreatif dalam memberikan pertanyaan.

Keywords: Pancingan guru, Interaksi kelas, Classroom Discourse

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CHAPTER I

INTRODUCTION

This chapter outlines the background of the study, research questions, purpose of the study, scope of the study, and significance of the study. The explanation of each part is presented below.

1.1 Background of Study

In this era, interaction is an important way to create a communicative language teaching. It is important because through interaction, students can increase their language store. Brown (2000, P.165) defined interaction as the collaborative exchange of thoughts, feelings, or ideas between two people or more, resulting in a reciprocal effect on each other

Initiation of interaction by the teacher is the most important key to create an interactive language classroom. It is important in the initial stage of classroom lesson as well as throughout the lesson. Elicitation is one of the ways to create interaction in classroom.

Teacher's elicitation has been proved to be one of powerful ways to activate students' prior knowledge about particular things related with the lesson, to stimulate students' oral participation in classroom interaction, and to create student-centered classroom interaction. In language learning and teaching, elicitation is the technique that is used by teacher to make learners participate actively in the classroom interaction by asking questions instead of providing

information to students. Eliciting acts as a stimulant for the learners to be active and focus in the learning process.

The value of eliciting has already discussed by Doff (1988). It stated that (1) eliciting involves the class by focusing students' attention and making them think. This happens even if students do not know the words being elicited; so elicitation can be used for presenting newlanguage as well as reviewing what was taught earlier. (2) Eliciting encourages students to draw on what they already know or partly know. (3) Eliciting gives teachers a chance to see what students know and what students do not know.

Several studies have investigated English teacher elicitation in EFL classroom. Elicitation was used by teacher to encourage students' talk of the third year of senior high school in Semarang. It was found that elicitation can encourage students talk (Nurokhmah, 2009). Elicitation was also used by students of Izmir University, Turkey who was doing teaching practice in school. It is also found that elicitation which was done can encourage students' talk (Darn, 2009). Moreover, Tlarina (1998) investigated the effectiveness of eliciting students to encourage students' talk. Furthermore, Ma (2008) in her research which focused on to help teacher in giving question carefully by considering the specific situations, developing feasible and rationale question. Most of them found that eliciting could stimulate students' oral communication.

As suggested by Darn (2008), eliciting is a preferable method that helps promote student involvement in the lesson and develop the learner-centered

classroom. To be more specific, elicitation offers learners an environment with opportunities to participate; as a result, it increases student talking time and at the same time decreases teacher talking time. Eliciting is also a technique which enable teachers to provide students with information rather than give students the answer (Darn, 2009).

Elicitation helps students listen and understand, increase students' talking time, and measure what students have already known (Case, 2009). However, teachers should monitor the level of language that they use when they ask questions to students because their questions will affect the students' comprehension or language production (Suherdi, 2011). It means that, teachers are expected to be able to make their students speak English as much as they can by asking them to use English during the class.

Besides that, Eliciting is also used by teacher to ask students to come up with vocabulary, language forms and rules, and to brainstrom a topic which is begun at the beginning of the lesson (Darn, 2008). In other words, eliciting is used to generate a relevant information about a word or a concept from the students through interaction among them.

This fact gives us general view about the connection between teacher's elicitation, students' participation, and classroom interaction, it means that the discussion about teacher's elicitation cannot be separated from participation and interaction. For language teachers, interaction is very essential. According to Brown, interaction is the exchange of thoughts, feelings, and ideas which is conducted by two or more people, and mutual effect will be produced in both

communicators. It means that the classroom interaction will not be achived if only the teacher who speaks while students keep silent and do not participate in teaching-learning process. In order to get student-centered interaction, the interactions between students and teacher should affect students' activeness and participation during the teaching and learning process.

However, Walsh (2002, p.7) points out that in many EFL classrooms the teacher is the one who does the most talking and leaving very limited opportunities to students to talk and most of the time they remain silent. In many classes, during the learning process especially when explaining new materials, teacher is the one who talks much, while the students only listen. If the students speak, it is usually to repeat what the teacher says or answer a set question given by teacher. Obviously, this part will be dominated by teacher. Doff (2011) states that it is possible to involve the students more in the presentation by asking students their ideas and suggestions, getting them to contribute what they know already, and encouraging them to guess the new words.

Considering the phenomenon above, this research is conducted as an investigation to describe and analyze types of teacher's elicitation used in classroom interaction.

1.2 Research Questions

Based on the background previously mentioned, this research is conducted to answer this following question:

1. What types of elicitation were used by the teacher in classroom interaction?

1.3 Purposes of Study

Considering the background and the research question of this research, the aim of this study is:

1. To classify types of elicitation utilized by teacher in classroom interaction.

1.4 Scope of Study

The research target is an English teacher in grade 5th of Al-Alaq Elementary School, Bekasi. The research focuses on the description of classroom language, especially in elicitation techniques which are used by english teacher.

1.5 Significance of Study

This study will be significantly important not only for the researcher, but also for the EFL teacher and other researchers. For the researcher, conducting this study can sharpen the knowledge about the technique used to make students, especially elementary students to actively and orally participate in English classroom since elementary students still need much attention in learning foreign language.

For the teacher, this research tries to give factual description about what happened in the classroom, especially the strategies which are used by teacher to elicit students' knowledge and to stimulate students' participaion, and it is also as a reflection of the implementation of various strategies that further can help teacher improving the teaching and learning interaction. The result of this study is

also expected to give contribution about teaching learning process in an English foreign language context and give useful information that lead the other studies to be conducted in the related context.

CHAPTER II

LITERATURE REVIEW

2.1 ElicitationTechnique

2.1.1 Concept of Elicitation

The teacher's talk plays a crucial role in language learning since the teacher typically have a superior status in the classrooms and they control topics of discourse and also provide the only live target input that the students are likely to receive (Cullen, 1998). Commonly, students remain passive in the teaching learning process. Moreover, in some schools that use English as the main language, of course it is not easy for students to take part in the teaching learning process. Through active interaction with circumstances around them and experiences of many activities, children learn how to solve problem where the process of learning is happening (Piaget as cited in Cameron, 2001). Thus, elicitation can be one of the ways that teacher can use to help and make students become more active using English in class.

The elicitation technique is a technique used by the teacher to elicit students' response and to stimulate students to talk in the classroom. Elicitation is always realized by questions (Sinclair & Coulthard, 1975:34). In other words, elicitation is an initiating question which has function to gain a verbal response from another speakers. Commonly, eliciting is used to ask students to come up with vocabulary and language forms and rules, and to brainstorm a topic at the beginning of the lesson.

Teacher can elicit: language, ideas, feeling, meaning, contexts, memories, etc. (Scrivener, 1994: 99)

By using this technique, the teacher no longer keeps the center postion in the class because the students are encouraged to actively take part in the lesson by interacting with teacher. It also can help the development of learner-centered classroom where students are able to link a new or old information, help in producing dynamic environment. In other words, elicitation directly make students involve and express their important roles in the teaching-learning process.

Moreover, Doff (in Suherdi 2010) states that elicitation technique makes the students become more active because it increases students talk time, maintain students' attention, draw on what students already know or partly know, provide weaker students with opportunities to participate in the class and motivate students to learn. As stated by Wajnrbyb (1992) teacher elicit for a range of reasons, first to set students' thinking in a certain pre planed topic or lesson objective and to create a context. By using elicitation, teacher wants to set and create a context from students' thinking for the lesson which being discussed or will be discussed. It can make students brainstorm about the topic.

Second is to warm a class up, to generate peer interaction/correction, to lead into an activity, to attract and focus attention. Using elicitation in the classroom is not only focus on students' thinking but also focus on the interaction between students and teacher.

Teacher can use elicitation for making the class become warm because there are interaction between students and teacher. Elicitation in classroom is also used by the teacher when intreact with students to give direct correction if the students making mistakes. It also can used to lead students into an activity and make students focus by paying attention with what teacher said and being discussed in the classroom.

Third is to allow the teacher to asses what is already known about a particular topic, structure or area of vocabulary, to draw out passive knowledge, and to tap the students as a learning resources and engage them in the learning process. Mostly, teacher uses elicitation is for assessing students' prior knowledge about a particular topic. By assessing students' prior knowledge, teacher indirectly draw out students' passive knowledge and make students be actively participate. There are three steps to elicit:

1. Teacher conveys a clear idea to the students, perhaps by using pictures or gestures or questions, etc.
2. Students then supply the appropriate language, information, ideas, etc.
3. Teacher gives them feedback by asking them what they really think. Ask open question that enable them to say what they want to say and feel the intention within themselves simply to listen and learn.

Thus, it could be argued that in general, elicitation can be drawn as a conversation with pupose to get specific information. Doing elicitation means modifying words through questions and provocation ways. It is also argued that elicitation can help teacher to make the learning environment becomes meaningful by giving students chance to talk, to share their thoughts, to take part actively in the teaching-learning process.

2.1.2   Types of Elicitation

In this study, there are two classifications of elicitation technique will be used because by identifying the types of elicitation and knowing the way of teacher produces the elicitation is needed for conducting this study. The first is elicitation classification by Slattery and Willis (2001) and the second is elicitation classification by Sinclair and Coulthard (1975).

2.1.2.1 Sinclair & Coulthard Classification

According to Coulthard, the term of 'elicitation' is first introduced by Sinclair and Coulthard (1975) to describe utterances in the classroom which elicit a verbal response. The term elicitation being used here is as a discourse category to describe any utterances inside the classroom which function is to elicit a verbal responses.

Coulthard (1975:28) classify elicitation as follows:

1) Elicit: inform

It is kind of elicitation which invites the addressee to supply a piece of information. For example

a) H: what time will you be finished?

X: lecture finish at about quarter past tweleve

b) T: what is the time?

P: it is ten o'clock

T: well done

2) Elicit: confirm

It invites the addressee to confirm the speaker's assumptions. It can be realized by tag interrogatives, declaratives, possitives, and negatives polar interrogatives. For example

a) S: I think you did that this year, didn't you?

G: Oh yeah

b) X: these are students in the English Department, right?

Y: that's right. They are all English majors.

3) Elicit: agree

It invites the addressee to agree the speaker's assumption that the expressed proportion is self-evidently true. It is most commonly realized by tag interrogatives and polar negative interrogatives, both spoken with a falling tone. For example

a) A: I suppose he's a bit senile now, isn't he?

b) (G and H are talking about the kind of bread made by the Hopi)

S: It's just, oh, the taste is, and it's the most delicious thing that I've ever had, light blue, translucent.

G: Doesn't that sound like a nice name for bread, Hopi blue bread

S : (laughs)

G: It is like something you get from health food store, Hopi blue bread (laughs)

4) Elicit: commit

It elicits more than just a verbal response from the addressee. It also elicits commitment of some kind. For example

a) J: can I talk to you?

K: sure. Come in. Let's close the door and have a seat.

b) X: where shall I meet you?

Y: well, ah I'll be finished with class at five. It is right in Tsimshatsui, so maybe we'll meet you in Peninsula between five-fifteen and five-thirty.

X: Okay.

5) Elicit: repeat

It prospects a repetition of the utterances preceeding the elicitation. It is realized by wh-interrogatives such as 'who /why /when

/where /what did you say?', 'say that again', or words such as 'sorry', pardon', or 'huh?'. For example

    a)   A: He asked me if he could borrow my car

       B: what did you say?

6) Elicit: clarify

It prospects a clarification of the utterances preceeding the.... it can be realized by wh-interrogatives such as 'what do you mean?', 'which room?', 'where?', or a high key repetition of word or phrase in the preceeding utterance. For example

    a)   B: do you get the bus?

       C: Yeah

       B: the bus?

       C: and the tube

2.1.2.2 Slattery & Willis Classification

Slattery & Willis (2001) stated that there are five ways of eliciting language, but they specifically concern to the form of questions only, they are:

1. Wh- question: What is this?

2. Question using intonation only: A dog?

3. Question using inversion: Is this an elephant?

4. Unfinished sentence question with raising intonation: This was a...?

5. Either/or question: Is this an elephant or a kangooro?

It can be said that theory form Coulthard expressed the elicitation based on its function while Slattery just expresses the elicitation based on its type which concerning with question. Based on these review, it can be concluded that the mix theory of Coulthard (1975) and Willis (2001) suit to the needs of this research which is aimed to find types of elicitation and its function in the teaching – learning process.

2.2 Classroom Interaction

Language is functional – it is used by people to get some meaning inside the interaction. Interaction between students and teacher is fundamental to the teaching-learning process. During the teaching-learning process, teacher and students interact in the classroom interaction. Classroom interaction is the picture of two ways communication between teacher and students in a language practice as the understanding of a language learning (Bhowmik and Banerjee,2013). Interaction of teacher and students are the focus on teaching and learning language process because teacher and students' interaction or language are used in the classroom to express feeling, ideas, and opinion.

In the teaching and learning condition, classroom interaction defined by Brown (2001) is the action which is performed by teacher and learners during instruction, such as exchanging ideas or information and sharing feeling and experiences. "It may be quiet; it may be noisy; it may be alert and dynamic; it may take place in large groups, small groups or pairs" (Kramsch, 1987, p. 18).

The quality of teacher-learners' interaction is an important factor in classroom discourse because both are key actors in the process of negotiation

of forms and meaning (Dobinson, 2001). Interaction is the communication that happens between the teacher and the learners or among students during lessons. In other words, classroom interaction is the process in which teachers and students have a reciprocal effect upon each other through what they say and do in the classroom or the successful transmission of messages between teachers and students and it also takes a great deal in the teaching-learning process.

The meaning of discourse analysis is the analysis of language in use in order to know deeply the meaning behind the language not only implicitly but also explicitly. Discourse analysis is also conerned with the study of the relationship between langauge and the contexts in which it is used. Discourse analysis involves looking at both language form and language function and includes the study of both spoken data or interaction, from conversation to highly institutionalised forms of talk, and written texts of all kinds (Mc. Carthy, 1991:5). Discourse analysis as an interactive activities that mediates linguistic and sociocultural (Schiffrin, 1994 in Norris 2002) takes the discourse as its unit of nalysis and assumes that language is used in order to accomplish actions. One of the fundamental aims of discourse analysis is to discover the rules for the production of coherent verbal interaction.

Classroom discourse analysis will be held as an observation toward the interaction appear in the nature of classroom activity. It happened between teacher and student while the teaching and learning was being processed. Then the analysis will be used as the desription of pedagogical practices in second or foreign language classroom (Cazden, 1988). The clauses that have been

analysed as a tool to exchange is used to draw the relationship between the speaker (teacher) and the listener (students) (Eggins, 1994; Halliday and Matthiessen, 2004).

The central structure in classroom discourse is the IRF sequence (teacher-initiation-student response-teacher feedback; (Sinclair & Coulthard, 1975), or IRE, where E means Evaluation (Mehan, 1979). There are four components in Discourse Analysis, such as Lesson consists of unit of transactions, transactions consist of units of exchanges, exhanges consist of IRF, and IRF consist of units of acts (Coulthard and Sinclair, 1975). These IRF divided based on the function. Initiation is used to initiate or open the conversation. Responses are used to respond the initiation. Follow up is used to reinforce or give feedback for the students about their performance in responding teacher's questions with the focus on the form of the learner's response, whether the lexical items or grammatical structure was acceptable or not, the clarification check, and additional comment.

2.3 Previous Related Studies

The first study conducted which is focused on how the English teachers' skill affect into teachers' ability in giving elicitation. It analyzes which skill that the English teachers used in giving elicitation. The findings of this research were the highest skills of giving elicitation question frequently used. It is proven by her interview of some teachers. Then she counted the result used by quantitative, she labeled the subject and object research then counted to the

formula. She suggested to the teachers to not use certain skills in giving elicitations.

The second study conducted which is discussed types of elicitation that teacher's used in her research site. She stated that the using of elicitation can be as a media to encourage students talk. She observed two language classes at her research samples. She analyzed why the elicitation can encourage students talk and how the ways to do it. She used quantitative method as her methodology research. The finding of the research was student's talk is a valuable thing for teacher to know the level of understanding about the lessons. Student's talk that she meant are questioning, answering, confirming, and presenting the lesson that the teacher delivered.

The third study conducted which focused on the skills of questioning and the benefits of questioning at class, with some examples on the base of analyzing some basic knowledge of question. The findings of this research is as contribution to the English teachers, in this journal Ma tried to help teacher in giving question carefully by considering the specific situations, developing feasible and rationale question. She purposed to help teachers for finding the needs of educational country.

The fourth study conducted which focused on how elicitation affects students' responses. It found that the elicitation methods overcomes a problems of student's passiveness by placing students in a activeness, motivating atmosphere of achieving communicative competence and a firm understanding

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

In addition, the differences between four researches about elicitation and the present research are almost the previous research used quantitative as their methods, two researches used quantitative methods as their methodology research, two others used qualitative with same designs, Xiayoan Ma and Guo. They chose survey designs in their research, while the researcher choose qualitative descriptive research. The mostly discussed of four researches were the effectiveness of eliciting to the students; how the result of eliciting in student's activeness in language learning process while the researcher analyze types of teacher's elicitation used and students' level of thinking which developed by using teacher's elicitation.

2.4 Theoritical Framework

As has been discussed on chapter 1, teacher has a very crucial job besides the students. What did teacher do and say to the student will affect students' way of thinking and act. In this study, elicitation is seen as a way to help students be more active in the classroom interaction, to measure what students have already made progress. The theory of elicitation has explained in the literature review on chapter 2 by (Doff, 1988), (Coulthard, 1975), (Darn, 2009), and Case (2008). There are also some types of elicitation mentioned by Coulthard (1975) which focuses on the functions of elicitation while Willis (2001) which focuses on the types of elicitation. This study investigates the

elicitation techniques used by teacher in order to see student's participation in classroom interaction at Al-Alaq Elementary School, Bekasi. The participant of this study is an English teacher. This study analyzed types of teacher's elicitation which is used.

CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of the research design, instrument of the study, participant of the study, time and place of the study, data and data sources, data collection procedure, and data analysis procedure. The explanation of each part is presented below.

3.1. Research Design

This study was intended to describe types of teacher's elicitation in Al-Alaq Elementary School, Bekasi. This study employed the discourse analysis as the research design. Gee (1999) mentions that "discourse analysis as a research method also has the possibility of bridging the divide between theory and practice, or basic and applied research.". The teacher and students utterances in English language classroom were transcribed and analyzed by using table analysis. The method was used to identify the teacher and students' utterances in English classroom interaction.

Classroom discourse analysis is aimed at developing our understanding about the nature of classroom talk. It presents how teacher and students interact in the classroom and the implication of their talks to develop understanding about the language used in classroom interaction. Discourse Analysis is a proper method to this study because this study was concerned to

find out the development of undertsanding about the language which was used dealing with elicitation by the teacher.

The role of the researcher was the non-participant observer. It means that the researcher was not included in the classroom interaction, the researcher just recorded and transcribed what was occurred in the classroom had no involvement in the teaching and learning activities. As Creswell (2008) stated that a non-participant observer is an observer who visits a site and records notes without becoming involved in the activities of the participant.

3.2 Participant of the Study

Participant of the study was an English teacher and 15 students of 5 graders of Al-Alaq Elementary Scool, Bekasi.

3.3 Time and Place of the Study

This study was conducted in Al-Alaq Elementary School which is located in Jl. Dr.Ratna Bekasi. This school was chosen because of the researcher's accessability and availability of time. English is also used as second main language in this school. This study was conducted in 3 meetings from 4 to 11 April 2016.

3.4 Data and Data Sources

The data were the teacher's elicitations during the teaching and learning activities in the classroom. The source of the data was the teacher and students in the video recording of classroom interaction.

3.5 Instrument

In gathering the data, the researcher used non-participation observation and document analysis. Sinclair & Coulthard (1975) and Slatery & Willis (2001) theory were functioned as the defined of teacher's elicitation. This study used non-participation observation since the writer only observed the process of learning at classroom by recording it in video-tapping and transcribing it, which was aimed to find out types of teacher's elicitation in the teaching and learning process.

3.6 Data Collection Procedure

The technique of the data collection was through classroom observation and through data analysis.

1. Classroom Observation

The classroom observation was conducted in three meetings of English lesson in 5th grader. The data were collected from the elicitation given by teacher in the teaching and learning process at classroom. After the data were recorded, the recordings were transcribed into a written transcription.

2. Analysis the data

The data were put into a table analysis based on Sinclair & Coulthard (1975) and Slatery & Willis (2001) in order to get the frequency and types of teacher's elicitation.

3.7 Data Analysis Procedure

Miles and Huberman (1984) explained the procedure of data analysis contains three linked subprocesses, those are data reduction, data display, and conclusion drawing. With data reduction, the potential universe of the data is reduced in an anticipatory way as the researcher chooses research questions and instruments. Data display is defined as an organized assembly of information that permits the conclusion drawing, usually formed in a structured summaries, synopses (Fischer & Wertz, 1975), diagrams and chart (Carneys, 1990), and matrices with text rather than number in cells (Eisenhardt, 1989). Conclusion drawing involves the researcher interpretation; drawing meaning from the displayed data. For this study, the procedure of data anlysis was adopted from the concept of Miles and Huberman Analysis. The data analysis were :

1. Transcribe the recorded classroom interaction.

2. Put the teacher and students' utterances from the transcription into the table analysis.

3. Determining the teacher's utterances which were functioned as elicitation using table analysis which was adopted from Sinclair & Coulthard (1975) and Slatery & Willis (2001).

4. Draw conclusion.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

This chapter presents the findings and discussion of the research questions in this study:

1. What types of elicitation does the teacher use in classroom interaction?

4.1 Description of the Data

The data are the teacher's elicitations of 5A class in Al-Alaq Elementary School. These utterances are collected from the classroom observation and analyzed using table analysis. From 3 meetings observations, there are 903 utterances which consist of 564 teacher's utterances. From 564 teacher's utterances, it was found there are 109 utterances functioned as elicitation.

4.2 Research Finding

4.2.1 Types of Elicitation Uttered by the Teacher in Classroom Interaction

Based on classroom observation conducted on April, there was one topic with sub topics discussed in class, which is "**We're Going Home"**. It was found that there are several utterances produced by teacher. It revealed that the teacher is dominated in classroom interaction.

The data found that 109 teacher's utterances functioned as elicitation. The data also found that teacher elicits students using English and bahasa Indonesia. Teacher used English to elicit student 73 times and

used bahasa Indonesia 36 times. And from the elicitation which was given

by the teacher, students also gave their responses. The research also found

that mostly students gave their response by answering teacher's elicitation

only.

In these findings the researcher presents the result of analyzing

teacher's elicitation based on the classification from Sinclair&Coulthard

and Slattery&Willis. The result of this research found that there were only

five types which appeared. The result can be seen in table below:

		SLATTERY & WILLIS				
		Wh-question	Question using intonation only	Question using inversion	Unfinished sentence question with raising intonation	Either/or question
SINCLAIR & COULTHARD	Elicit to inform	49	16	-	11	11
	Elicit to agree	-	9	-	-	-
	Elicit to repeat	3	-	-	-	-
	Elicit to clarify	1	3	2	-	7

Table 4.2.1.types of teacher's elicitation

Based on the table above, it can be seen that elicit to inform by using

wh-question dominates the elicitation which were used by the teacher. The

function of elicit to inform is to make students give some information related

to teacher's elicitation. During the learning process, the teacher frequently

elicits students' understanding and students' knowledge. Here are several

extracts that were derived from the transcription to describe those elicitation. Elicit to confirm and elicit to commit didn't find in this research.

4.2.1.1 Elicit to inform

The first type which was found is elicit to inform. Teacher gave elicitation to make students give some information related to the material being discussed. Teacher also want to know the comprehension of the students by checking their understanding through the responses which were given by them. And the analysis also found that students are mostly answering what the teacher said without giving more elaboration. Students could make some elaboration when the teacher gave them a deep question related to previous materia. Here are the extracts:

Extract 1 (Meeting 1, Episode 2, Time)

T	:"Students, what do you see on the picture?"
Ss	:"Ada gambar miss. . . gambar jam miss. . . menara eiffel miss. . . amerika miss itu patung liberty. . . monas miss monas." (crowded)
T	:"iyaa betul yaaa yang kalian semua bilang tadi. Tapi coba liat disetiap gambarnya itu ada apa yaa? What are the similarities of this picture? Apa yang sama?"
Ss	:"Oooh gambar jam yaa miss. . . gambar jam miss gambar jam." (crowded)
T	:"Yes, you're right. There are pictures of a clock. Now, please read the biggest word there. Baca tulisan yang paling besar."

Extract 2 (Meeting 1, Episode 2, Time)

T	:"Miss kasih contoh. If the long hand is in digit one and the short hand is in digit two, so how do we read this? Five past or five to?"
S	:"Past miss/Past/to miss."
T	:"C'mon guys please remember it. It is past or to? Lebih atau kurang?"
S	:"Past miss"
T	:"So, it is five?"

S   :"Past three miss."

Extract 3 (Meeting 2, Episode 2, Present Continuous)

T   :"To be itu yang is, am, sama?
Ss   : (silent)
S   :"Are yaa miss?"
T   :"Iyaa benar. Is am dan are. Masih ingat kalau is untuk siapa aja?'
Ss   :"He she it miss. . . she he it miss." (crowded)
T   :"Good. <mark>And are is for?</mark>"
S   :"They we I sama you miss."
T   :"<mark>And then am?</mark>"
S   :"Sayaaa miss."

The extracts above describe how teacher used elicitation to inform by using wh-question, either/or question, question with intonation only, and question with unfinished sentence. In extract 1, when the teacher asked question about what picture that they saw, students answer by giving information about what they see in the picture, but still they do not get the point of teacher's question. Finally the teacher gives a clue by eliciting them by saying *"What are the similarities of this picture? Apa yang sama?"* to make students can give correct information, then students get the point and answer correctly.

In extract 2, when the teacher has given the explanation about the material and students have understood, the teacher tries to elicit students to check students' understanding by asking question with either/or question so that students can guess the answer with the words *"Five past or five to?"*. Then students give answer but still incorrect, but finally they can answer it correctly. So the teacher continues to elicit them to give the information how to read that. Finally, the teacher elicits students with unfinished sentence

"So, it is five?" and students can complete the sentence correctly. In extract

3, actually students have understood about how many to be that have they

learnt, then teacher tries to elicit students to check students' understanding

by asking question about the subject belongs for each to-be with intonation.

4.2.1.2 Elicit to agree

The second type which was found is elicit to agree. Teacher gave elicit

to agree to student when the students cannot answer the questions related to

the material and they do not understand with what teacher said or confuse

how to answer, even though the teacher has already given the explanation

about the mterial. It made the teacher should elicit students to make an

agreement of what the teacher said in order to make them understand and

could follow the next discussion easily. The teacher elicits the students by

using signal or clues or even eliciting the words or sentences, so the students

can get the answer and understand the context and students can answer the

questions. Since elicit to agree only make students giving the agreement, the

students only answer the question without giving other responses such as

clarifying, questioning, or etc. Here are the extracts:

Extract 4 (Meeting 2, Episode 2, Present Continuous)

T   :"Jadi gini anak-anak, my mother, my father, my sister, my cat itu memang menggunakan is. My mother is a female, isn't it? My mother perempuan kan?"

Ss   :"Iyaa miss."

T   :"Jadi kalau perempuan berarti my mother itu she kann? Sama halnya my father. My father is also a male, isn't it? My father juga laki-laki kan?"

Ss   :"Yes miss. . . iya miss."

Extract 5 (Meeting 1, Episode 2, Time)

T   :"Karena jarum panjangnya sudah melewati angka 6, maka jam yang dibaca itu adalah jam setelahnya atau jam 4. Miss kasih contoh lagi, kalau 05.40 berarti bacanya gimana?"
S   : (silent)
T   :"kita gambar dulu yaaa. Jarum panjang di angka delapan, right?"
S   :"Yes miss."
T   :"Lalu jarum pendek ada diantara angka 5 dan?"
S   :"enam miss."
T   :"Great. Trus bacanya jadi gimana?"
S   : ///silent///
T   :"Ini kalau jarumnya di angka 8 berati kurang berapa menit menuju jam 6?"
S   :"dua puluh miss. . . twenty miss." (crowded)
T   :"Twenty? That's right. So, it is twenty?"
S   :"To six. . . To five miss." (crowded)
T   :"Ini menuju angka enam kan? So, it is twenty to?"
S   :"Siiiix miss."

Extract 4 describes the interaction when the teacher elicits students to agree with what teacher said in order to get the deep understanding. The extract above shows that the process of understanding the lesson about to be and present continuous tense run smoothly because the subject which was used still he she it, but when the teacher tries to check students' understanding by changing the subject becomes "my brother" and asking students about the sentence that teacher made is true or false, students answer that the sentence is wrong together. Then the teacher follows up by asking why and ask one student to give the reason and the student gives wrong answer. So, the teacher elicits students to agree that what teacher said is true, by asking *"My mother is a female, isn't it? My mother perempuan kan?"* and *"My father is also a male, isn't it? My father juga laki-laki kan?"*

with question using intonation only. Then students can answer the next related question correctly. Elicit to agree is most commonly realized by tag interrogatives.

Extract 5 describes the interaction when the teacher elicit students to agree about what the teacher said by using bahasa Indonesia because students are sometimes still being confuse about how to tell time. In order to help students get the point of the material, the teacher tries to follow up students by making students agree with the teacher's statements. It starts when the teacher gives explanation, then students do not give any response and make the teacher has to ask deeper by giving clue, and then students can answer appropriately. Then the teacher follows up students' answer to check students' understanding by asking a question, but students still could not answer by giving no response.

So, the teacher has to make students answer by giving the another questions which elicits students to agree with the teacher's statements and students only have to complete the answer. It can be seen when the teacher asked "berarti twenty?", students still give incorrect answer, "to six, to five." Eventhough some students can answer correctly, the teacher still has to make students are really understand. So the teacher elicits student by asking "ini menuju angka enam kan?" for making students can answer the question. After giving that elicitation, students can answer appropriately.

4.2.1.3 Elicit to clarify

The third type which was found is elicit to clarify. The teacher gave elicit to clarify when the students missed the pronounciation or gave the incorrect answer even though the teacher has already given the explanation about the mterial and the students also seemed understand when the teacher explain about the material. So, it made the teacher elicits students to correct their answer. The teacher elicits the students by giving them choice of two possible answers. Teacher also usually gave them signal or clues or even eliciting the words or sentences, so the students can clarify their answer and understand the context and students can answer the questions. Here are the extracts:

Extract 6 (Meeting 1, Episode 1, Time)

T   :"Oke coba, ... give one sentence using should."
S   :"I should go to doctor."
T   :"Great! You, give one sentence using should not." (pointing one student)
S   :"You should not study."
T   :"Wait? Should not study?"
S   :"Sorry miss, I mean you should not lazy, miss."
T   :"Should not lazy or should not be lazy?"
S   :"Eh should not be lazy deh miss."
T   :"Inget yaa anak-anak, before an adjective, there must be a to?"
Ss   :"be miss."

Extract 7 (Meeting 2, Episode 1, Present Continuous)

S   :"I am reading a book, miss"
T   :"Great. Puan, what are you doing now?"
S   :"I hearing the teacher."
T   :"I hearing the teacher or I am hearing the teacher? Using –ing or not?"
S   :"I am hearing the teacher, miss."

Extract number 6 and 7 describe the interactions when the teacher used elicitation to follow-up students' answer and to make students clarify their answer by giving questions The extracts 6 describes the teacher used elicitation to make student clarifies their answer and to supply the next piece of information needed in expressing time. In extract 5 the elicitation appeared when the student gave the wrong answer and couldn't make the sentence of using should or should not appropriately, then the teacher elicits him to clarify his answer by saying *"Should not study?"*. Then the student tried to answer it again but it is still incorrect. Finally, teacher gives signal to students to supply piece of information to get the correct sentence by eliciting students use either or questions so that student can get the correct answer. In order to get students have a deep understanding about the material discussed, the teacher makes sure that students really know about the lesson using elicitation by asking with unfinished sentence question, "there must be a to?", then students can get the point.

In extract 7 when the teacher asked student to make a present continuous tense, students still cannot answer it correctly although the previous student has answered and made the same tense. Tteacher follows up students' answer by eliciting students to clarify their answer by using either/or questions so that students can choose one of them. Then the teacher elicits to clarify student's answer with either/or questions twice to make sure that students really understand and know the lesson being discussed. It also make students can choose and guess the right sentence.

4.2.1.4 Elicit to repeat

The fourth type which was found is elicit to repeat. The teacher gave elicit to repeat when the students missed the pronounciation or gave the incorrect answer and the teacher elicits to correct students' answer. The elicitation on feedback uttered in the form of questions which has functions to elicit students when the students cannot response the question, or cannot give appropriate answer, then the teacher guide studens to repeat and continue saying using unfinished questions, after the students said the answer, the teacher follow up the students' answer and make sure about the answer by repeating the students' said and elaborating their answers. Here are the extracts:

Extract 8 (Meeting 2, Episode 1, Present Continuous)

T   :"The last please ... "
S   :"The woman and the girl are riding bikes."
T   :"<mark>what did you say</mark>?"
S   :"The woman and the girl are riding bikes, miss."
T   :"Not woman but woman /women/ and not riding but riding /raiding/." (the teacher corrects the pronounciation)

In extract 8 when the teacher asked student to repeat what the student said. It was done to make sure that the student has given the appropriate answer, in this case dealing with student's pronunciation. the teacher found that the student missed the pronunciation, then the teacher asked the student to repat the student's answer. After repeating the answer, the teacher gave

feedback to student's answer and the student was asked to follow teacher's pronunciation.

Elicitation is expected to make students participate by giving their responses. Based on the data analyzed, it is found that when the teacher used one kind of elicitation, but students didn't give any response by being silent, it makes the teacher use the other kind of elicitation which made students give their responses. Teacher is also expected could elicit students by using English, but the research found that sometimes teacher elicit students with bahasa Indonesia. Here are the extract:

Extract 9 (Meeting 2, Episode 2, Present Continuous Tense)

S   : The sun is shining, miss
T   : Apasih artinya the sun is shining?
S   : Matahari cerah yaa miss. Matahari sedang cerah miss. Matahari bersinar miss. (crowded)
T   : Artinya adalah matahari sedang bersinar. Anak-anak to be apa sih? What is to be?
S   : ///silent///
T   : To be itu yang is, am, sama?
S   :Are miss. Eh emang are yaa?
T   :Iya benar. Is am sama are.

Extract 10 (Meeting 1, Episode 2, Time)

T   :Karena jarum panjangnya sudah melewati angka 6, maka jam yang dibaca itu adalah jam setelahnya atau jam 4. Miss kasih contoh lagi, kalau 05.40 berarti bacanya gimana?
S   : ///silent///
T   :kita gambar dulu yaaa. Jarum panjang di angka delapan, right?
S   :Yeeeees miss.

Extract number 9 and 10 describe when the teacher changed the types of elicitation since students do not give the response. In extract

number 8 when the teacher elicit student which has function to ask information from students by giving them wh-questions, students do not give any responses, then the teacher gives a clue by changing it using intonation only "to be itu yang is, am, sama?", then students answer it although the teacher has to give them clues.

In extract number 10 describes when the teacher asks students by eliciting them with elicit to inform, but students do not give any response, so the teacher changes it into elicit to confirm by giving them clues "jarum panjangnya diangka delapan, right?", after changing the elicitation, students give response by answering the teacher's question.

4.2 Discussion

From the analyzing of the teacher and students' utterances in three meetings, it was found that the teacher used 109 utterances from 348 utterances. Based on the findings of teacher's elicitation, it also found that it was in line with IRF pattern by Sinclair and Coulthard which are Initiation, Response, and Feedback. The teacher initiated students by giving the elicitation, then the students gave their response by answering the questions from the teacher, and then the teacher gave feedback to students' answer. The feedback that come from the teaacher appeared as clarification and compliment.

This result was related to Doff concept that elicitation technique makes the students become more active because it increases students talk time,

maintain students' attention, draw on what students already know or partly know, provide weaker students with opportunities to participate in the class and motivate students to learn. Elicit to inform was expected can make students become more active in answering the question from the teacher, students are alos expected can give more elaborations toward teacher's elicitation.

Elicitation usually comes up with question. Elicit to inform was done when the teacher wanted to know the understanding level of students and also to make students use their prior knowledge in order to gain the response, participation and activeness from students by using elicit to inform in the form of wh-questions. By eliciting students to give information, students are expected not only could give the answer but also with the elaboration of the answer. It could make the teacher can easily measure students' comprehension and understanding.

Elicit to agree was done usually These also usually used when the students cannot answer the questions related to the material and they do not understand with what teacher said or confuse how to answer. Then the teacher elicits the students by eliciting students using signal or clues or even eliciting the words or sentences, so the students can get the answer and understand the context and students can answer the questions even if the answer was wrong, but the teacher gave clarrification.

Elicit to repeat and clarify were done usually when the students missed the pronounciation or gave the incorrect answer and the teacher elicits to

correct students' answer. The elicitation on feedback uttered in the form of questions which has functions to elicit students when the students cannot response the question, or cannot give appropriate answer, then the teacher guide studens to repeat and continue saying using unfinished questions, after the students said the answer, the teacher follow up the students' answer and make sure about the answer by repeating the students' said and elaborating their answers.

From the findings, it can be seen that the teacher only elicit students mostly to make students repeat the expected answers. So the teacher gave explanations as follow up from students' question and students' answer, teacher also gave signals and clues to make students answer the expected answer. The teacher also do not only use one type of elicitation since students keep silent and make teacher use another types. It can triggered the students to give response.

CHAPTER V

CONCLUSION AND RECOMMENDATIONS

This chapter presents the conclusion derived from the findings and discussion. The recommendation were presented to bring some suggestions related to the pedagogical practices and further research.

5.1 Conclusion

The result of analyzing teacher's elicitation in English classroom interaction showed that:

1. From 564 teacher's utterances in the classroom, 109 utterances by teacher functioned as elicitation. Elicit to inform by using wh-question dominates the elicitation which is used for about 49 times.

2. The research found that from 109 teacher's utterances functioned as elicitation, teacher used English to elicit student 73 times and used bahasa Indonesia 36 times. And from the elicitation which was given by the teacher, students also gave their responses. The research also found that mostly students gave their response by answering teacher's elicitation only.

3. The research also found that it was in line with IRF pattern by Sinclair and Coulthard which are Initiation, Response, and Feedback. The teacher initiated students by giving the elicitation, then the students gave their response by answering the questions from the teacher, and

then the teacher gave feedback to students' answer. The feedback that

come from the teaacher appeared as clarification and compliment.

From the discussion in previous chapter, it can be concluded that elicitation is essential to be used in english learning, especially in dealing with young learner, since young learner still need a guidance from teacher to understand the lesson. Elicitation in the classroom interaction is also essential to build up and develop students' prior knowledge at the beginning lesson or in main activity, it also used to make students more active, to revise and to develop students' vocabularies.

It also necessary for the teacher to provide more various lessons from the easiest ones to the most difficult ones with the level of difficulty of questions. Also to be able to use elicitation properly in order to make students are not bored. Teacher has to not give the explanation most of time. To solve this problem it is better if they give more variety of elicitation by combining them as well.

5.2 Recommendations

The recommendation for the next English Department students who will conduct study which focused on teacher-student talks in the classroom interaction, specifically in elicitation used by teacher, it is better if the next research are concerned at students' response towards teacher's elicitation. Since this research found that students sometimes keep silent after getting elicitation from the teacher, the next study is expected to gain deeper information about what makes student still keep silent after the questions are posed by the teacher. In the

classroom interaction, teacher and students' talk can not be separated because those two things are very important in the classroom interaction.

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TRANSCRIPT

DAY 1 (APRIL 4TH 2016)

T :"Assalamu'alaikum.Good morning students"

Ss :"Waalaikumsalam, good morning miss"

T :"How are you today?"

Ss :"I'm fine thankyou, and you?"

T :"I'm fine too. Okay, before we study we have to pray first. ... please lead us to pray."

S :"Before we study, let's pray together. Pray begin."

(praying together)

S : "Finish."

T :"Thank you, Hm, who doesn't come today? Anybody know?"

S :"enggak ada, miss. Everybody comes today miss."

T :"Okay, great. Now, let's continue our lesson. Today we are going to have new lesson. Sebelum memulai materi baru, anybody remember what we have learnt last meeting?

Ss : ///silent///

T :"Ada yang ingat pertemuan minggu lalu belajar tentang apa?"

Ss : ///silent///

T :"Sekar, sekar ingat minggu lalu kita belajar apa?"

S :"Emm, tentang should sama should not, miss"

T :"Good Sekar. Iya betul yaa anak-anak, minggu lalu kita belajar tentang should dan should not. What is the meaning of should and should not?"

S :"Aku tau miss, aku tau/aku juga tau miss aku tau." *(crowded)*

T :"Oke, oke jangan berebut yaa. Coba, Puan jawab, nak."

S :"Should itu artinya harus kan miss."

T :"Semua setuju dengan jawaban Puan yaa?"

S :"Agree, miss."

T :"Oke, good! Jadi, artinya should itu adalah harus. Kalau should not berarti apa yaa, ...?"

S :"tidak harus, miss."

T :"Iyaa, bisa. Tapi lebih tepatnya itu adalah, seharusnya tidak, yaa nak."

Ss :"Oooh gituuu."

T :"Now Kiki can you give one example using should or should not?

S :" Yaaah miss masa aku miss."

T :"Just try it. Ayo dicoba dong."

S :" I forget miss."

T :"Oke, no problem, dear. Who wants to give me example of sentence using should and should not?

Ss :///silent///

T :"Nobody? I'll write an example of sentence using should and should not. Nanti kalian coba tebak artinya apa." (*write down the sentences. 1. She should study hard to get the best score. 2. She should not do that*.). Nah artinya apa coba yang nomor satu dan dua?

Ss :"Dia harus belajar keras untuk mendapatkan nilai bagus sama dia seharusnya tidak melakukan itu, miss.

T :"Good. Oke Now coba, Indi give one sentence using should."

S :"I should go to doctor."

T	:"Great! You, give one sentence using should not." *(pointing one student)*
S	:"You should not study."
T	:"Eh? Should not study?"
S	:"Eh mksudnya you should not lazy, miss."
T	:"Should not lazy or should not be lazy?"
S	:"Eh should not be lazy deh miss."
T	:"Inget yaa anak-anak, before an adjective, there must be a to?"
Ss	:"be miss."
T	:"Good! Sekarang semua sudah ingat yaa tentang should and should not?"
Ss	:"Sudah, miss."
T	:"Good. Now open your text book page 98."
Ss	: *(open their book)*
T	:"Students, what do you see on the picture?"
Ss	:"Ada gambar miss. . . gambar jam miss. . . menara eiffel miss. . . amerika miss itu patung liberty. . . monas miss monas." *(crowded)*
T	:"iyaa betul yaaa yang kalian semua bilang tadi. Tapi coba liat disetiap gambarnya itu ada apa yaa? Each pictures have similarity. What is the similarity? Apa yang sama?"
Ss	:"Oooh gambar jam yaa miss. . . gambar jam miss gambar jam." *(crowded)*
T	:"Iyaa betul yaaa ada gambar jam disitu. Coba sekarang ... baca ada tulisan apa diatas gambar itu. Tulisan yang paling besar diatas."
S	:"What time is it, miss."
T	:"Yes, what time is it. What time is it ... ?"
S	:"jam delapan lewat lima belas miss."

T	:"Iyaa betul. Bahasa inggrisnya adalah it is eight past fifteen. Coba ulangi yaa."
S	:"It is eight past fifteen."
T	:"Good. Nah sekarang coba lihat tabel dibawah gambar itu. Ada banyak kata-kata kan? Nanti kalian ikutin setelah miss bacain yaa."
S	:"Iyaa miss."
T	:"Hour."
S	:"Hour." *(with the wrong pronunciation)*
T	:"No. Not hour. But hour /awer/. Coba ulangi yaa." *(telling how to pronounce it)*
S	:"Hour."
T	:"Good. Next minute."
S	:"Minute."
T	:"Second."
S	:"Second."
T	:"A quarter."
S	:"A quarter."
T	:"A half."
S	:"A half."
T	:"Past."
S	:"To."
T	:"A half past nine."
S	:"A half past nine."
T	:"A quarter to ten."
S	"A quarter to ten."
T	:"Great. Now who wants to read it loudly? ... mau?"
S	:"No miss no. Takut salah miss."
T	:"No problem. Nanti kalau salah miss bantuin."
S	:"Hour. . . minute."

T :"Not with u. Huruf u-nya diganti huruf i. Jadinya minute /minit/." *(correcting and telling how to read it)*

S :"Minute."

T :"From the beginning. Dari awal yaa."

S :"Hour. . . minute. . . second. . . a quarter. . . a half. . . past. . . to. . . a half past nine. . . a quarter to ten."

T :"Give applause to ... "

S : *(students clap their hands)*

T :"Nah sekarang kalian tulis artinya disampingnya yaa. Miss tulis dipapan tulis yaa artinya. *(teacher writes the meaning of each vocabs on whiteboard)*

S : *(students write on their book)*

T :"Jadi cara menulisnya gini. Dimulai dari yang paling mudah. Jam delapan itu bahasa inggrisnya it is eight o'clock." *(teacher writes on the whiteboard)*

S :"Miss itu o'clock ga ada miss yang tadi miss kasih tau."

T :"Sorry sorry, miss lupa. O'clock itu artinya tepat. Jadi kalau eight o'clock itu artinya?"

S :"jam delapan tepat miss."

T :"Good. Sudah mengerti penggunaan yang o'clock yaa?"

S :"Yes miss."

T :"Lanjut yaa. Sekarang penggunaan kata minute yaa. What is minute?"

S :"Menit miss."

T :"Yap betul. Kalau ini bacanya apa yaaa?" *(teacher writes 03.20 on the whiteboard)*

S :"Jam tiga lewat dua puluh miss."

T :"Iya benar. Kalau bahasa inggrisnya ada yang tau?"

S : *(silent)*

T :"Kalau dalam bahasa inggris, menitnya dibaca duluan baru jamnya. Jadi angka belakang dulu, baru angka depan."

S :"Oooh gituu miss."

T :"Ini miss bawa jam dan miss akan gambar dan tulis dulu yaa dipapan tulis supaya kalian lebih jelas ngertinya. Sambil nunggu miss nulis, kalian siapin buku dan alat tulis untuk mencatat yaa." *(teacher writes on the whiteboard)*

S : *(students prepare their book and stationary)*

T :"Now, eyes and ear to me ya. Ingat yaa perbedaan membaca waktu dalam bahasa inggris adalah kita menyebutkan menit dulu baru jam. Sampai sini, do you understand?"

S :"Yes miss."

T :"I will give you an example. Kalau jarum panjang diangka 1 dan jarum pendek diangka tiga berarti bacanya five lalu past atau to?"

S :"Past miss/Past/to miss."

T :"Hayo diingat ini lebih atau kurang?"

S :"Lebih miss."

T :"Berarti five?"

S :"Past three miss."

T :"Good. Now continue what time is it, it is ten past three. Next what time is it, it is a quarter past three. Next what time is it, it is twenty five past three, what time is it, it is half past three." *(teacher speaks and shows the clock on her hands to make sure that students really know)*

S :"miss miss itu tadi kok quarter bukan lima belas miss."

T :"Quarter itu artinya lima belas menit, nak. So, you can use quarter or fifteen."

S :"Oooh gitu miss. Berarti half itu tiga puluh yaa miss?"

T :"Excellent! Now we continue yaa. Nah kalau jarum panjangnya sudah melewati tiga puluh menit atau sudah melewati angka 6, berarti ada diangka 7,8,9,10,11 kita ganti menggunakan to. To itu artinya menuju ke jam berikutnya. Here is the example, what time is it, it is twenty five to four atau bahasa Indonesianya jam empat kurang dua puluh lima menit." *(teacher writes 03.35 on the whiteboard and showing the position of the clock)*

S :"Miss kenapa four miss?"

T :"Karena jarum panjangnya sudah melewati angka 6, maka jam yang dibaca itu adalah jam setelahnya atau jam 4. Miss kasih contoh lagi, kalau 05.40 berarti bacanya gimana?"

S : *(silent)*

T :"kita gambar dulu yaaa. Jarum panjang di angka delapan, right?"

S :"Yes miss."

T :"Lalu jarum pendek ada diantara five and?"

S :"six miss."

T :"Great. Trus bacanya jadi gimana? Ini kalau jarumnya di angka 8 berati kurang berapa menit menuju jam 6?"

S :"dua puluh miss. . . twenty miss." *(crowded)*

T :"Iya benar dua puluh. Berarti twenty?"

S :"To six. . . To five miss." *(crowded)*

T :"Ini menuju angka enam kan? Berarti it is twenty to?"

S :"Siiiix miss."

T :"Yaa benaar, kalian pintar. Understand?"

S :"Yes miss . . . kasih contoh lagi doong miss yang banyaaak."

T :"Okay, kalau ini gimana nyebutnya? Coba Indi jawab nak." *(teacher writes 10.50 on the whiteboard)*

S :"It is fifty. Eh salah miss, it is ten to ten. Eh salah lagi, it is ten to eleven miss."

T :"Iyaa betul Indi. Sekarang yang bisa jawab, raise your hand yaaa, setelah itu kita kerjakan exercisenya."

S :"Okay miss."

T :"Pukul dua belas tepat, apa bahasa inggrisnya?

S : *(students raise their hand)*

T :"Oke, ... apa jawabannya?" *(pointing student)*

S :"It is twelve o'clock miss."

T :"Great, next apa bahasa inggrisnya yang miss tulis di whiteboard yaa." *(teacher writes 08.45)*

S : *(students raise their hand)*

T :"Oke Sekar please answer." *(pointing student)*

S :"It is quarter to nine, miss."

T :"Now I will write it on the whiteboard. If you want to answer, just write it there." *(pointing the whiteboard)*

(teacher writes the exercises)

T :"Now please, each of you get one number. Kalian majunya bergantian. I give you fifteen minutes yaa"

(students do the exercise one by one to the board)

T :"Has everybody come to the board?"

S :"Already miss."

T :"Oke we discuss it now. Kalian jawab sesuai nomor kalian yaa. Kan ada lima belas nih. Jam tujuh kurang dua puluh menit."

S :"It is twenty to seven miss."

T :"jam delapan lewat dua puluh lima menit."

S :"It is twenty past eight miss."

T :"Jam sepuluh kurang lima belas menit."

S :"It is fifteen to ten miss."

T :"Selain menggunakan fifteen, can we use a quarter?"

S :"Bisa misss. It is quarter to ten."

T :"Good. Jam satu kurang dua puluh lima menit."

S :"It is twenty five to one."

T :"Jam enam lewat delapan belas menit."

S :"It is eighteen past six."

T :"Jam sembilan kurang sepuluh menit."

S :"It is ten to nine."

T :"Jam tiga kurang delapan menit."

S :"It is eight to three."

T :"Jam enam lewat lima belas menit."

S :"It is quarter past six."

T :"Jam setengah lima."

S :"It is half past four."

T :"Give applause for us! You are doing great!"

S :" Yeeee. Yeee asik asikk." *(students clap their hands)*

T :" Okay, I think enough for today. For your homework, please do the exercise page ... yaa."

S :" Dikumpulin kapan miss?"

T :"Next meeting."

S :"Okaaay miss."

T :"Let's say hamdalah."

S :"Alhamdulillaaaah."

T :" Thank you, see you next meeting yaaa, assalamualaikum."

S :"Waalaikumussalam, miss

TRANSCRIPT

DAY 2 (APRIL 6TH 2016)

T : "Assalamu'alaikum. Good morning students"

Ss : "Waalaikumsalam, good morning miss"

T : "How are you today?"

Ss : "I'm fine thankyou, and you?"

T : "I'm fine too"

"Okay, before we study we have to pray first. ... please lead us to pray."

S : "Before we study, let's pray together. Pray begin."

(praying together)

"Finish."

T : "Thank you, ... Hm, who doesn't come today? Anybody know?"

S : "Pasha, miss. Pasha don't come today."

T : "Oo you mean Pasha doesn't come today. What happen with him?"

Ss : "Yes miss. Pasha doesn't come today. Don't know miss."

T : "Oke no problem. Now, let's continue our lesson. Do we have any homework?"

Ss :"Yess miss."

T :"Before we discuss the homework, I want to ask first. What we have learnt last meeting?"

S : (*silent*)

T :"Sekar What time is it?"

S : "jam setengah sembilan kurang lima belas, miss"

T : "Good, how do we say it in English? How do we say jam setengah sembilan kurang lima belas in English?"

S : "It's quarter past nine, miss"

T : "It's quarter to nine or quarter past nine?"

S : "It's quarter to nine, miss."

T :"Good. Can we discuss the homework now? Kita bahas sekarang yaa?"

Ss :"Yes miss."

T :"Who wants to answer number one?"

S :"Aku miss aku."

T :"Oke, Revi please answer number one."

S :"It is eight o'clock."

T :"Good, Revi, Number two please?

S :"miss saya miss."

T :"Oke Sekar number two."

S :" It is five past fourty five, miss.

T :" Iya betul. Ada yang punya jawaban lain selain five past fourty five?"

S :" Aku miss. It is fifteen to six, miss."

T :"Good job. ... Number three please answer."

S :"It is twenty past tweleve."

T :" Good. Now number four, please ..."

S :"It is fifteen past nine."

T :"Bentuk lainnya gimana nak selain menggunakan past fifteen?"

S :"Oooh, it is quarter past nine miss."

T :"Great. Now the last number, please, hmmm.."

Ss :" Kiki miss Kiki . . . iyaa miss Kiki aja yang jawab." (*crowded*)

T :"Oke, Kiki please answer the last number."

S	:"It is thirty past seven. Atau engga it is half past seven miss."
T	:"Excelent! Nah siapa yang jawabannya betul semua? Raise your hand."
S	: *(some students raise their hands)*
T	:"Great. Now continue to task two yaa. I need 5 students to write the answer on the whiteboard. Siapa yang mau maju 5 orang? Angkat tangan yaa."
Ss	:aku miss. . . aku miss. . . aku miss. *(crowded)*
T	:"Oke, number one ..., number two ..., number three ..., number four ..., number five ... Majunya berurutan yaa."
Ss	: *(students write on the white board one by one)*
T	:"Let's check it together yaa. Who wrote number one? Yang nulis nomor satu, ayo dibaca."
S	:"What time is it in Beijing? It's eleven o'clock at night."
T	:"Wait wait, ini dialog yaa? Yaudah nanti kalian bacanya berdua-berdua yaa. Lanjut nomor 2."
S	:"What time is it in Washington?/ It is seven o'clock in the morning."
T	:"Great. Next."
S	:"What time is it in Sydney?/ It's one o'clock in the middle of the night."
T	:"Good. Next."
S	:"What time is it in London? It's three o'clock in the afternoon."
T	:"Sipp. The last please."
S	:"What time is it in Los Angeles? It's eight o'clock in the night."
T	:"Okey good. Sebelum bener-bener lanjut ke materi selanjutnya, miss mau tanya. Be ready yaa untuk yang

	namanya miss sebut. Indi, what is the differences between past and to?"
S	:" Past is lewat and to is kurang miss."
T	:" So, what is the meaning of it's quarter past eight?"
S	:" Hm quarter past eight is jam delapan lebih lima belas menit miss?"
T	:"Yup betul. Then, how about it's twenty to nine? Coba sekar jawab."
S	:" Hm berarti itu jam sembilan kurang dua puluh miss. Bener ngga miss?"
T	:"Good. Jadi benar yaa jawabannya Indi dan Sekar. Kalau past itu artinya lewat dan kalau to itu artinya kurang. Jadi kalau it's twenty past ten berarti apa yaa?"
S	:" Jam sepuluh lewat dua lima miss."
T	:"Kalau five to eleven?"
S	:" Jam sebelas kurang lime menit miss."
T	:"Good. Jadi kalian sudah mengerti semuanya yaa? Before we go to next lesson, ada yang mau ditanyain ngga?"
Ss	:"No miss."
T	:"Okaay."
T	:"Oke. Now we will go to the next lesson. Open your text book page ..."
Ss	: *(sduents open their book)*
T	:" Disitu tulisan yang paling besar bacaannya apa yaa?"
Ss	:" Present kon/apasih ini miss bacanya." *(crowded)*
T	:" Itu bacanya continious /kontinyus." *(teacher writes how to read it on the white board)*
Ss	:"Present continuous."
T	:"Iya benar present continuous tense. Kalian tau apa itu present continuous tense?"

Ss   : (silent)

T   :" I am studying, saya sedang belajar. I am listening to the teacher, saya sedang mendengarkan guru. I am reading a book, saya sedang membaca sebuah buku. (teacher writes all the english sentence of present continuous on the whiteboard.) Yang tadi miss bacain itu semua adalah kalimat present continuous tense."

Ss   :"Ooh gituuu."

T   :" Jadi ada yang bisa tebak ngga kira-kira present continuous yang kaya gimana?"

S   :"Yang artinya sedang bukan miss?"

T   :" Iyaa betul sedang. Tapi sedang yang gimana yaa kira-kira?"

S   :"Susah miss aku jelasinnya. Pokoknya kaya yang tadi miss bilang itu deh. Saya sedang belajar, saya sedang membaca buku, gitu-gituu miss."

T   :"iyaa betul sekali. Miss jelasin yaaa. Jadi present continuous tense itu digunakan saat kita melakukan pekerjaan yang sedang berlangsung. Sebagai contoh yaa, misalkan miss tanya, Indi what are you doing? Lalu Indi menjawab I am studying miss. Indi menjawab I am studying karena saat miss bertanya what are you doing, Indi sedang belajar. Sampai sini mengerti ngga?"

Ss   :"Sedikit miss."

T   :"yaudah supaya lebih jelas, let's watch the video."

Ss   :" Yess . . . yeees nonton video." (crowded)

T   :"Tapi, keep silent yaa."

Ss   :"Siaaaap miss."

(students and teacher watch the video)

T   :"Gimana, do you understand?"

Ss   :"Hmmm dikit miss. . . sedikit miss." (crowded)

T   :"Yaudah open your pupil's book page 112 yaa."

Ss   : (students open their book)

T   :" Sanbil kalian memahami apa itu present continuous, seperti apa dan bagaimana penggunaannya, we do the exercise 4 yaa. Itu exercisenya listening, jadi nanti kalian listen to the audio yaa. Exercise 4 itu ada missing wordsnya, nah tugas kalian adalah kalian mendengarkan melalui audio, then you put the missing words dibukunya yaa."

Ss   :"Ooooh gituuu. . . siiipp miss. . . okeee miss." (crowded)

T   :" Okey, please prepare your book and pen yaa"

Ss   :"Sudaaaah miss."

T   :"Are you ready?"

S   :"Yeees miss. . . very very ready miss." (crowded)

T   :"I will play it twice."

S   :"Twice apa miss?"

T   :"Miss akan puterin audionya dua kali."

Ss   :"Yaaah miss . . . kok dua kali miss . . . tiga kali please miss." (crowded)

T   :"Okey, three times. Tapi kalian jangan berisik yaa."

Ss   :"Siaaap miss."

(students are listening and doing the exercise)

T   :"Okey finish yaaa. Sekarang kita periksa satu-satu. ... read please."

S   :"The sun is."

T   :"No no from the beginning. From write the missing."

S   :"Oooh iya miss. Exercise four. Write the missing words. The sun is shining."

T :"The sun is shining. True or false?"

Ss :"Trueeee."

T :"Good. Next ... please read."

S :"And the birds are flying."

T :"The birds are flying. True or false?"

Ss :"Trueee lagii miss."

T :"Good, it is true yaaa. Next please ... "

S :"The rabbits are eating grass, miss."

T :"The rabbits are eating grass. True or false, dear?"

Ss :"Trueeee."

T :"Next ... "

S :"The man and the boy are fishing."

T :"The man and the boy are fishing. True or false?"

Ss :"Trueeee."

T :"The last please ... "

S :"The woman and the girl are riding bikes."

T :"what did you say?"

S :"The woman and the girl are riding bikes, miss."

T :"Not woman but woman /women/ and not riding but riding /raiding/." *(the teacher corrects the pronounciation)*

S :"The woman and the girl are riding bikes."

T :"Good. The woman and the girl are riding bikes. True or false?"

Ss :"Trueeee."

T :"Good. Siapa yang betul semuanya?"

S :"Aku miss betul semua. . . akuu miss . . . aku salah satuu miss . ." *(crowded)*

T :"Nah karena kalian sudah mengerjakan exercise 4, sekarang miss mau kasih tau kalian bagaimana caranya membuat kalimat present continuous tense."

Ss : *(crowded)*

T :"Kepp silent doong anak sholeh solehaa. Kan ibu mau menerangkan. Please pay attention yaa."

Ss : *(silent and pay attention)*

T :"Kalimat itu ada tiga, kalimat positif, negatif, dan kalimat ta?"

Ss :"Tanyaaa miss."

T :"Iyaa benar. Sekarang miss mulai dengan kalimat present continuous yang positif yaa. Kita ambil dari latihan yang tadi aja. Indi coba baca kalimat pertama."

S :"The sun is shining."

T :"The sun is shining. Artinya apa sih the sun is shining?"

S :"Matahari cerah yaa miss. . . matahari sedang cerah miss . . . matahari bersinar miss." *(crowded)*

T :"Artinya adalah matahari sedang bersinar, karena ini present continuous. Anak-anak, kalian masih ingat dengan to be?"

Ss :"Yang mana miss. . . lupaa miss. . . aku lupaaa." *(crowded)*

T :"To be itu yang is, am, sama?"

Ss : *(silent)*

S :"Are yaa miss?"

T :"Iyaa benar. Is am dan are. Masih ingat kalau is untuk siapa aja?'

Ss :"He she it miss. . . she he it miss." *(crowded)*

T :"Iyaa betul. Kalau are untuk?"

S :"They we I sama you miss."

T :"Lalu kalau am?"

S :"Sayaaa miss."

T :"Yang harus diingat kalau mau membuat kalimat present continuous itu, sebelum verb ing, kalian harus

menambahkan to be dulu sebelumnya. Kita mulai dengan kalimat positif yang tadi yaa. The sun is shining. The sun is shining. To be nya apa disitu?" *(teacher writes on the whiteboard)*

Ss :"Is miss."

T :"Good. Lalu verb ingnya apa?"

Ss :"Shining miss."

T :"Great. Sekarang kita coba dengan kalimat lain yaaa. Misalnya, she is playing. Apa artinya?" *(teacher writes on the whiteboard)*

S :"Dia sedang bermain miss"

T :"Yaap betul. Siapa yang mau coba bikin dan tulis dipapan tulis?"

Ss : *(some students raise their hands)*

T :"Ayo yang tunjuk tangan, Sekar, Indi, Puan, sama Kiki maju yaa bergantian.

Ss : *(student writes on the whiteboard one by one)*

T :"Sekarang kita bahas yaaa. Dimulai dari nomor satu. Siapa tadi yang nulis?"

S :"Puan miss."

T :"Ayo Puan coba baca."

S :"I am watching TV."

T :"I am watching TV. Good. Kalimat ini artinya apa nak?"

S :"Saya sedang menonton TV, miss."

T :"What is the to be and the verb ing? Apa to be dan verb ingnya, nak?

S :"To be nya am miss. Kalau verb ingnya watching."

T :"Iyaa betul. Sekarang number two. Who wrote number two?"

S :"Sekaaar miss."

T :"Ayo sekar coba dibaca, nak."

S :"He is playing football, miss."

T :"Artinya apa he is playing football?"

S :"Dia sedang bermain bola, miss."

T :"Good. If i write my brother is playing football, is it true or false?" (teacher writes on the whiteboard)

Ss :"Salaaaah miss. . . salaah." *(crowded)*

T :"Kenapa? Kok salah? Coba yuk satu orang jawab"

S :"soalnya itu my brother miss. Kan is Cuma buat he she sama it."

T :"Berarti kalau miss tulis my mother is cooking, my sister is singing, my cat is eating, ngga bisa juga dong?"

S :"Eh gatau deh miss. . . miss jadi tambah bingung miss. . . confuse miss." *(crowded)*

T :"Jadi gini anak-anak, my mother, my father, my sister, my cat itu memang menggunakan is. My mother itu termasuk perempuan bukan?"

Ss :"Iyaa miss."

T :"Jadi kalau perempuan berarti my mother itu she kann? Sama halnya my father. My father laki-laki bukan?"

Ss :"Yes miss. . . iya miss."

T :"Nah jadi tergolong he juga kan? Kalau my cat gimana? Dia tergolong apa?"

S :"It yaa miss?"

T :"Excellent. Jadi my cat itu termasuk it yaa. Karena it itu buat tanaman, hewan, benda, dan sebagainya. Paham ngga nak?"

Ss :"Pahaaaam miss."

T :"Nih, miss mau nanya sekali lagi. Siapa yang mengerjakan nomor tiga? Who did number three?"

S :"Sayaa miss."

T :"Oke Indi, please read your sentence."

S :"We are studying English, miss."

T	:"We are studying English. Kalau miss bikin seperti ini bisa ngga?" *(teacher writes Maya and Mira are studying English)*
Ss	: *(silent)*
T	:"Kira-kira kalimat Maya and Mira are studying English bener ngga? Indi, menurut Indi, kalimatnya miss benar atau salah?"
S	:"Hemm bener yaa miss? Indi lupa miss."
T	:"Iyaa benar. Kalimat Maya and Mira are studying English itu betul yaa. Karena coba kalian lihat, who are the subjects of that sentence?"
S	:"Maya and Mira miss."
T	:"To be yang dipakai disitu apa yaa?"
Ss	:"Are miss."
T	:"Iyaa betuul. Sekarang miss tanya, subjek yang harus pake to be are apa aja yaa, Indi?"
S	:"They we sama you miss."
T	:"Betul sekali. Jadi yang bisa pakai are itu adalah yang bentuknya plural atau lebih dari satu yaa nak. Maya and Mira ada berapa?"
Ss	:"Dua misss."
T	:"Nah karena ada dua jadi to be nya pakai are. How about the girls are dancing, true or false?"
Ss	:"Betuuul miss. . . benaaar miss." *(crowded)*
T	:"Kenapa betul, Kiki?"
S	:"Soalnya itu ada s nya miss, jadi lebih dari satu hehe."
T	:"Excellent! Now please make one sentence using are, Ki."
S	:"Hem apa yaa miss. My sisters are cooking. Betul ngga miss?"
T	:"Gimana students, kalimat yang dibuat Kiki benar atau salah?"

Ss	:"Betuuuul miss."
T	:"Iyaaa, kalimat yang dibuat Kiki benar yaa. My sisters are cooking. Cooking what, Kiki?"
S	:"My sisters are cooking noodle miss hehe. They like noodle."
T	:"Give applause for Kiki."
Ss	: *(students clap their hands)*
T	:"Oke, jadi kalian sudah mengerti yaa?"
Ss	:"Sudaaaah miss."
T	:"Open page 113, that will become your homework yaa. Sekarang kalian boleh catat. Miss kasih waktu 5 menit."
Ss	: *(students take notes)*
T	::Finish yaaaa. Sekarang semua bukunya dimasukan kedalam tas."
Ss	: *(students do the command)*
T	:"Sekarang miss mau tanya. Yang namanya disebut harus membuat satu kalimat menggunakan present continuous yaa."
Ss	:"Iyaaa miss."
T	:"Kania"
S	:"She is walking at the mall."
T	:"Faris."
S	:"They are singing, miss"
T	:"Thoriq."
S	:"My father and my mother are going to Bandung miss."
T	:"Pasha."
S	:"We are playing together, miss."
T	:"Good job everyone. Give applause for you all."
Ss	: *(students clap their hands)*
T	:"Okey we end the class yaa. Say hamdallah first."
Ss	:"Alhamdulillah."

T   :"Don't forget your homework yaa. Collect it on Wednesday. Assalamu'alaikum."

Ss   :"Waalaikumussalam. Thank you miss."

TRANSCRIPT
DAY 3 (APRIL 11TH 2016)

T :" Assalamu'alaikum. Good morning students"

Ss :" Waalaikumsalam, good morning miss"

T :" How are you today?"

Ss :"Alhamdulillah fine thank you, and you?"

T :" I'm fine too. Okay, before we study we have to pray first. ... Please lead us to pray."

S :" Before we study, let's pray together. Pray begin.

(Praying together)

T :" Thank you, ... Hm, who doesn't come today? Anybody know?"

S :" Enggak ada, miss. Semuanya masuk hari ini"

T :" Okay, great. Now, let's continue our lesson. Today we are going to have new lesson. Sebelum memulai materi baru, anybody remember what we have learnt last meeting?

Ss : (no answer)

T :"Okay, Indi what are you doing now?"

S :"I am, em I am"

T :"Can we say I'm played?"

S :"No, miss"

T :"So, what are you doing now?"

S :"I am writing miss"

T :"Okay great. Then, you what are you doing now?" (pointed one student)

S :"I am sitting"

T :"Good, I'm sitting. And how about you, what are you doing now?" (pointed one student)

S :"I am studying, miss"

T :"Great, I'm studying. You, what are you doing now?" (pointed one student)

S :"I am learning English."

T :"Good. Next Kiki, what are you doing now?"

S :"I am reading a book, miss"

T :"Great. Puan, what are you doing now?"

S :"I hearing the teacher."

T :"I hearing the teacher or I am hearing the teacher? Using –ing or not?"

S :"I am hearing the teacher, miss."

T :" Okay, good Puan. Remember, when you put verb ing, there should be a?"

Ss :"Subject miss/is miss/."

T :"Yes, is. But, what is 'is'? Is itu termasuk apa sih?"

Ss :"duh apa yaa, lupa miss."

T :"Is itu to?"

S :" apa sih miss? To be yaa miss?"

T :"Excelent, Sekar. There should be a to be before you put the verb ing in a sentence. Like I am, you are, she is, he is. I am drinking, you are eating, she is singing. Understand?"

S :"Yes, miss."

T :"So, what we have learnt last meeting?"

Ss : (berbisik)

T :"yang tadi miss udah jelasin dan tanya-tanya kalian itu loh. Yang menggunakan verb ing. Present con?"

S :"present continuous tense yaa miss?"

T :"Yup, excellent Kiki! Repeat after me. Present continuous tense."

Ss :"Present continuous tense."

T :"Great, give applause!."

S   : (students applause)

T   :" Senin kemarin kita ada PR yaa?"

S   :" Adaaaa, miss."

T   :" Oke, kita bahas dulu yaa baru lanjut ke materi selanjutnya"

S   :" Okaaay, miss."

T   :" Kita diskusikan saja yaa jawabannya. Coba Sekar dibaca nomor satu."

S   :" I am staying in ice hotel."

T   :" Good. Next Indi."

S   :" I am climbing the Andes mountain."

T   :" Good. Next Puan."

S   :" I am eating fish in a restaurant."

T   :" Good. Next Jasmine."

S   :" He is sailing to the Pari island."

T   :" Good. Next Thoriq."

S   :" We are visiting Disney Land."

T   :" Good. The last, please Raffa."

S   :" They are watching wild animal in safari park"

T   :" Okay good. Siapa yang betul semua?"

S   : *(students raise their hands)*

T   :" Now we continue discuss present continuous tense yaa. Hari ini kita masih membahas tentang present continuous."

S   :" Tapi kan miss itu udah senin kemarin."

T   :" Minggu lalu kan kita belajar tentang kalimat positifnya. Nah hari ini kita belajar tentang kalimat negatifnya."

S   :" Oooh gitu miss."

T   :" Nah sekarang ada yang tahu ngga tanda dari sebuah kalimat negatif itu apa? Ada kata-kata apa yaa dikalimat negatif?"

S   :" not miss."

T   :" Excellent! Iya ada kata not nya yaa. Jadi susunannya gimana kalau dalam bentuk negatif?

S   : /// silent ///

T   :" Not nya kira-kira diletakkan dimana? Sebelum to be atau setelah to be? Ini miss kasih contoh yaa dipapan tulis. *(teacher writes she is not going to Bandung)*

S   :" Not nya setelah to be miss."

T   :" Iyaa benar yaa. Coba thoriq bikin kalimat bentuk negatifnya satuu aja.

S   :" I am not eating breakfast."

T   :" Ooh jadi thoriq belum sarapan?"

S   :" Hehehehe."

T   :" Nanti jam istirahat, don't forget to eat yaa."

S   :" Yes, miss."

T   :" Oke, tadi thoriq bilng I am not eating breakfast. Benar atau salah?"

S   :"Betuuul, miss."

T   :" Sekarang siapa lagi mau coba bikin kalimat negatif dari present continuous tense?"

S   :" Aku miss aku miss."

T   :" Iyaa Jasmin boleh."

S   :" She is not writing, miss."

T   :" Good, Jasmine. Oke, semua sudah mengerti tentang kalimat present continuous in the negative form yaa?"

S   :" Yess miss//sudaaah misss"

T   :" Then, we will continue to the interrogative sentencenta yaa."

S   :" Miss itu apa miss?//sentence apa miss?"

T   :" Interrogative sentence itu artinya kalimat tanya. Jadi, setelah kalian tahu penggunaan kalimat positif dan negatifnya,

sekarang miss mau kasih tau tentang kalimat tanyanya yaa.”

S   :” Ooh kalimat tanyaa.”

T   :” Iyaa, kalimat tanya. Are you ready?”

S   :” Ready misss//siaap dooong miss.”

T   :” Sebelum kita mulai ke kalimat tanya, coba Thoriq bikin kalimat positif dan kalimat negatifnya present continuous. Contohnya gini I'am reading a book and I'am not reading a book. Bisa, kan?”

S   :” Hm, he is watching TV and he is not watching TV”

T   :” He is watching TV and he is not watching TV, benar apa salah nih kalimatnya thoriq?”

S   :” Benarr miss..”

T   :” Karena kalian semuanya sudah mengerti tentang kalimat negatif ini, sekarang kalian coba bikin kalimat present continuous dibuku kalian. Lima kalimat positif, lima kalimat negatif dengan subjek yang berbeda yaa. Miss kasih waktu fifteen minutes.”

S   :” Okaay miss.” *(students do the exercise)*

After fifteen minutes

T   :” Oh iya anak-anak, hari ini kita bahasa inggrisnya belajar lebih lama yaa.”

S   :” kenapaaa miss?”

T   :” Soalnya, miss Eka math hari ini ngga datang, jadi miss Zulfa minta ibu untuk mengisi kelas kalian dengan pelajaran bahasa Inggris.”

T   :” Now, we continue to interrogative sentence yaa. Karena tadi Thoriq membuat kalimatnya he is watching TV atau dia sedang menonton TV, berarti kira-kira kalimat tanyanya bagaimana?

S   :” hmm, apakah dia sedang menonton TV, miss.”

T   :” That's right, but how do we say it in English? Bahasa inggrisnya gimana?”

S   : */// silent ///*

T   :” Jadi gini, untuk membuat sebuah kalimat tanya dalam bentuk present continuous, yang pertama adalah to be, plus subject, plus verb-ing, and then object. Miss tanya lagi, to be itu apa saja?” *(teacher writes on the whiteboard)*

S   :” Is, am, are misss.”

T   :” Good. Nah sekarang miss akan buat kalimat tanya. Is he watching TV? To be disini apa?” *(teacher writes on the whiteboard)*

S   :” Is misss.”

T   :” Good. Lalu subjectnya disini siapa?”

S   :” He misss.”

T   :” And them verb-ing nya?”

S   :” Watching miss.”

T   :” Good. After you make the interrogative sentence, kamu harus bikin jawabannya. Jawabannya ada dua, yes and?

S   :” No, miss.”

T   :” Great. Berarti jawabannya gimana Thoriq?”

S   : “Yes, is he watching miss.”

T   :” Bukan yes, is he watching, tapi yes he is atau boleh di tambah jadi yes he is watching. Understand?”

S   :” Yesss, miss.”

T   :” Kalau untuk jawaban no gimana, Indi? Menggunakan kata apa kalau untuk jawaban no?”

S   :” ada kata no nya yaa miss. Jadinya No he is no watching miss.”

T   :” With no or not?”

S   :" Eh with not deh miss. Jadinya he is not watching TV, miss."

T   :" Excellent, Sekar. Jadi, not itu diletakan setelah apa?"

S   :" Setelah is miss."

T   :" Iyaa betul setelah is. Tapi is itu apa?"

S   :" Oooh, is itu to be miss."

T   :" Good. Jadi not itu diletakan setelah to be, jadinya he is not watching TV. Understand?

S   :" Yes, miss."

T   :" Now, open yout pupil's book page 70."

S   : (open their book)

T   :" Look at the task 1. Disiti bacanya apa, Pasha?"

S   :" Please arrange the sentences into the correct form."

T   :" Thank you, Pasha. Nah anak-anak di task 1 kalian harus menyusun kata-kata tersebut jadi sebuah kalimat yang benar. Lalu task dua, kalian diminta untuk membuat kalimat dengan menggunakan kata kerja yang disediakan disitu yaa. Kata kerjanya jangan lupa diganti kedalam bentuk apa?

S   :" Bentuk ing miss."

T   :" Okay good. Please do it now yaa. I give you fifteen minutes."

(students do the tasks)
(after fifteen minutes)

T   :"Finish students?"

S   :" Finish miss."

T   :" Gimana, that's easy, right?"

S   :" Lumayaaann miss."

T   :" Okay, next lesson yaa. Kalian masih ingat kan tentang future tense yang menggunakan to be going to di bab sebelumnya?"

S   : ///silent///

T   :" Sekar, masih ingat?"

S   :" Yang going to go going to go itu miss?"

T   :" Iyaa betul, salah satunya menggunakan kata kerja go. Kita boleh menggunakan kata kerja lain, kan?"

S   :" Boleeeh dooong miss"

T   :" Okay, I want to ask Indi. Indi what are you going to do next Saturday?"

S   :" Em, I am, I am"

T   :"I am going to?"

S   :"I am going to , em I'm going to"

T   :"I am going to go to?"

S   :"I am going to go to my grandmother's house."

T   :"Okay great, you are going to go to your grandmother's house. Sekar, what are you going to do next afternoon?"

S   :" I'm going to, em."

T   :"Yes, I'm going to?"

S   :"Em bingung miss."

T   :"To go to English course, to play with friends, or what?"

S   :"To go to bookstore, miss."

T   :"What? Louder, please."

S   :"I am going to go to bookstore, miss.

T   :" Good. Jadi bagaimana susunan kalimatnya coba, Thoriq?"

S   :" Pertama subjeknya dulu miss, trus going to trus kata kerjanya trus objekny, miss."

T   :" Coba, dibikin contoh kalimatnya."

S :" Subjeknya misalkan they miss, trus going to trus buy miss, trus objeknya books miss."

T :" Coba, ditulis coba dipapan tulis biar your friends see your sentence."

S : (student writes his sentence)

T :" Okay thanks Thoriq. Look students, Thoriq wrote this sentence. They going to buy book nih, ini benar atau salah?"

S :" Salaaah miss."

T :" Kenapa salah?"

S :" Ada yang kurang miss."

T :" Apa yang kurang?

S :" Are miss."

T :" Iya benaar, yang kurang adalah are. Are itu apa yaa?"

S :" to be miss."

T :" Good. Nah Thoriq, sudah tau dimana yang salah?"

S :" Already miss. Jadi susunannya subjek to be going to verb lalu objek miss."

T :" Great! Nah sekarang I have assignment for you all. Please ask your friend about their plan by using going to. Contohnya, Pasha what are you going to do next holiday. Bisa yaa?"

S :" Bisaa miss."

T :"Okay good. Masing-masing anak tanya 10 teman yaa. Please do it now. Oh iya, task 1 and task 2 yang tadi kumpulkan didepan yaa."

S : (students collect theor books and start to do the assignment)

T :" Okay students, you can do the task next meeting yaa. Sudah mau masuk waktu zuhur. Sebelum disudahi kelasnya, miss mau tanya sekali lagi yaa. Raffa what are you doing next Sunday?

S :" I am going to go to Seaworld miss."

T :" Good, how about kiki?"

S :" I am going to fix my bicycle with father miss."

T :" Ohh that sounds good. Okay students I think enough for today. Don't forget to bring this assigment next meeting. Wassalamu'alaikum.

S :" Thank you, miss."

EPISODE 1   (Meeting 1, Monday April 4th, 2016)

N O	Teacher's Elicitation	Elicitation Types										
		By Coulthard						By Willis				
		Elicit to inform	Elicit to confirm	Elicit to agree	Elicit to commit	Elicit to repeat	Elicit to clarify	Wh-question	Question using intonation only	Question using inversion	Unfinished sentence question with raising intonation	Either/or question
1	sekar ingat minggu lalu kita belajar apa?	X						X				
2	What is the meaning of should and should not?	X						X				
3	An then how about should not, what is the meaning of should not ?	X						X				
4	Nah artinya apa coba yang nomor satu dan dua?	X						X				
5	**Eh? Should not study?**						X			X		
6	Should not lazy atau						X					X

NO	Teacher's Elicitation	Elicit to inform	Elicit to confirm	Elicit to agree	Elicit to commit	Elicit to repeat	Elicit to clarify	Wh-Question	Question using intonation only	Question using inversion	Unfinished sentence questio with raising intonation	Either/or question
	should not be lazy?											
7	before an adjective, there must be a to?	X									X	

EPISODE 2   (Meeting 1, Monday April 4th, 2016)

NO	Teacher's Elicitation	Elicitation Types										
		By Coulthard						By Willis				
		Elicit to inform	Elicit to confirm	Elicit to agree	Elicit to commit	Elicit to repeat	Elicit to clarify	Wh-Question	Question using intonation only	Question using inversion	Unfinished sentence questio with raising intonation	Either/or question
1	Students, what do you see on the picture?	X						X				
2	Tapi coba liat disetiap gambarnya itu ada apa yaa?	X						X				
3	What is the similarity? Apa yang sama?	X						X				

No	Utterance	1	2	3	4	5	6	7	8	9	10	11	12
4	What time is it Sekar?	X						X					
5	Jadi kalau eight o'clock itu artinya?	X									X		
6	minute itu apa yaa?	X						X					
7	Kalau jarum panjang diangka 1 dan jarum pendek diangka tiga berarti bacanya five lalu past atau to?	X											X
8	**Hayo diingat ini lebih atau kurang?**	X											X
9	**Berarti five?**		X									X	
10	Jarum panjang di angka delapan, right?		X						X				
11	Lalu jarum pendek ada diantara angka 5 dan?	X							X				
12	Trus bacanya jadi gimana?					X		X					
13	Ini kalau jarumnya di	X							X				

No												
	angka 8 berati kurang berapa menit menuju jam 6?											
14	**Berarti twenty?**		X								X	
15	**Ini menuju angka enam kan?**		X						X			
16	**Berarti it is twenty to?**	X									X	
17	**Selain menggunak an fifteen, bisa menggunak an quarter ngga?**	X							X			

EPISODE 1 (Meeting 2, Wednesday, April 6th, 2016)

N O	Teacher's Elicitation	Elicitation Types										
		By Coulthard						By Willis				
		Elicit to inform	Elicit to confirm	Elicit to agree	Elicit to commit	Elicit to repeat	Elicit to clarify	Wh-question	Question using intonation only	Question using inversion	Unfinished sentence question with raising intonation	Either/or question
1	**Oo you mean, Pasha doesn't come today?**						X		X			
2	What we have learnt last meeting?	X						X				
3	Sekar What time is it?	X						X				
4	How do we say it in English?	X						X				
5	It's quarter to nine or quarter past nine?						X					X
6	Ada yang punya jawaban lain selain five past fourty five?	X						X				

No		C1	C2	C3	C4	C5	C6	C7	C8	C9	C10
7	Bentuk lainnya gimana nak selain menggunakan past fifteen?					X					X
8	Indi, what is the differences between past and to?	X								X	
9	**So, what is the meaning of it's quarter past eight?**	X					X				
10	**Then, how about it's twenty to nine?**	X					X				
11	**Jadi kalau it's twenty past ten berarti apa yaa?**	X					X				
12	Kalau five to eleven?	X						X			

EPISODE 2 (Meeting 2, Wednesday, April 6th, 2016)

N O	Teacher's Elicitation	Elicitation Types										
		By Coulthard						By Willis				
		Elicit to inform	Elicit to confirm	Elicit to agree	Elicit to commit	Elicit to repeat	Elicit to clarify	Wh-question	Question using intonation only	Question using inversion	Unfinished sentence question with raising intonation	Either/or question
1	Do you know what present continuous is?	X						X				
2	Jadi ada yang bisa tebak ngga kira-kira present continuous yang kaya gimana?	X						X				
3	**Iyaa betul sedang, tapi sedang yang gimana yaa kira-kira?**	X						X				
4	**What did you say?**					X		X				
5	What is the meaning of the sun is shining	X						X				

6	To be itu apa sih, what is to be?	X							X			
7	**To be itu yang is, am, sama?**	X								X		
8	Masih ingat kalau is untuk siapa aja?	X							X			
9	Kalau are untuk?	X								X		
10	Lalu kalau am?	X								X		
11	The sun is shining, to be nya apa disitu?	X							X			
12	Lalu verb ingnya apa?	X							X			
13	What is the to be and the verb ing?	X							X			
14	If i write my brother is playing football, is it true or false? Kalau miss tulis my brother is playing football, itu	X											X

No												
	benar atau salah?											
15	**Kenapa?**	X						X				
16	**Why that sentence is wrong?**						X		X			
17	**Berarti kalau miss tulis my mother is cooking, my sister is singing, my cat is eating, ngga bisa juga dong?**	X							X			
18	My mother itu termasuk perempuan bukan?		X							X		
19	**Jadi kalau perempuan berarti my mother itu she kann?**		X						X			
20	My father laki-laki bukan?		X							X		
21	**Nah jadi tergolong he juga kan?**		X						X			
22	Kalau my cat gimana?	X						X				

23	Dia tergolong apa?	X						X						
24	Kalau miss bikin seperti ini bisa ngga?	X									X			
25	Kira-kira kalimat Maya and Mira are studying English bener ngga?	X												X
26	Indi, menurut Indi, kalimatnya miss benar atau salah?	X												X
27	Karena coba kalian lihat, who are the subject of that sentence?	X						X						
28	To be yang dipakai disitu apa yaa?	X						X						
29	Sekarang miss tanya, subjek yang harus pake to be are apa aja yaa, Indi?	X						X						

30	Maya and Mira ada berapa?	X						X				
31	How about the girls are dancing, true or false?											

EPISODE 1

N O	Teacher's Elicitation	Elicitation Types										
		By Coulthard						By Willis				
		Elicit to inform	Elicit to confirm	Elicit to agree	Elicit to commit	Elicit to repeat	Elicit to clarify	Wh-question	Question using intonation only	Question using inversion	Unfinished sentence question with raising intonation	Either/or question
1	anybody remember what we have learnt last meeting?	X						X				
2	Can we say I'm played?						X			X		
3	**I hearing the teacher or I am hearing the teacher?**						X					X
4	**Using –ing or not?**						X					X
5	when you put verb ing, there should be a?	X									X	
6	But, what is 'is'?		X					X				
7	Is itu termasuk apa sih?		X					X				
8	Is itu to?		X								X	

NO	Teacher's Elicitation	X	X
9	Present con?	X	X

NO	Teacher's Elicitation	Elicitation Types										
		By Coulthard						By Willis				
		Elicit to inform	Elicit to confirm	Elicit to agree	Elicit to commit	Elicit to repeat	Elicit to clarify	Wh-question	Question using intonation only	Question using inversion	Unfinished sentence question with raising intonation	Either/or question
1	**Jadi susunannya gimana kalau dalam bentuk negatif?**	X						X				
2	Not nya kira-kira diletakkan dimana?						X	X				
3	Sebelum to be atau setelah to be?						X					X
4	Benar atau salah?						X					X
5	berarti kira-kira kalimat tanyanya bagaimana?	X						X				

No	Statement	1	2	3	4	5	6	7	8	9	10	11	12
6	but how do we say it in English? Bahasa inggrisnya gimana?	X						X					
7	Miss tanya lagi, to be itu apa saja?	X						X					
8	To be disini apa?	X						X					
9	Lalu subjectnya disini siapa?	X							X				
10	And then verb-ing nya?	X							X				
11	Jawabannya ada dua, yes and?		X									X	
12	**Berarti jawabannya gimana Thoriq?**	X						X					
13	Kalau untuk jawaban no gimana, Indi?	X						X					
14	Menggunakan kata apa kalau untuk jawaban no?	X						X					
15	**With no or not?**						X						X

No												
16	Jadi, not itu diletakan setelah apa?	X						X				
17	**Iyaa betul setelah is. Tapi is itu apa?**	X						X				
18	Kata kerjanya jangan lupa diganti kedalam bentuk apa?	X						X				
19	Sekar, masih ingat?	X						X				
20	**Kita boleh menggunakan kata kerja lain, kan?**		X						X			
21	what are you going to do next Saturday?					X						X
22	**I am going to?**	X								X		
23	**I am going to go to?**		X					X				
24	what are you going to do next afternoon?		X					X				

#												
25	**Yes, I'm going to?**		X									X	
26	**To go to English course, to play with friends, or what?**		X										X
27	**What? Louder, please.**					X		X					
28	Jadi bagaimana susunan kalimatnya coba, Thoriq?	X						X					
29	They going to buy book nih, ini benar atau salah?						X		X				
30	**Kenapa salah?**	X							X				
31	**Apa yang kurang?**	X							X				
32	**Are itu apa yaa?**	X							X				

No	Teacher's Elicitation	Comment	Students' Response	Comment
1	Sekar, did you remember about last meeting lesson? Sekar ingat mingu lalu bahas apa?	Teacher elicits student by giving student a question about last meeting	tentang should and should not miss	Student answers by giving information about last material
2	What is the meaning of should and should not?	Teacher elicits student by asking student about the meaning of something using wh-question	Should itu artinya harus	Student answers by giving information about last material
3	And then how about should not? What is the meaning of should not?	Teacher elicits student by asking student about the meaning of something using wh-question	Should not itu tidak harus miss	Student answers by giving information about last material
4	Nah artinya apa coba yang nomor satu dan dua?	Teacher elicits student by asking student about the meaning of something using wh-question	Dia harus belajar keras untuk mendapatkan nilai bagus sama dia seharusnya tidak melakukan itu, miss	Student answers by giving information about last material
5	Wait? Should not study?	Teacher elicits student to make student clarify his answer by using intonation only	Sorry miss, maksudnya you should not lazy, miss	Student answers by clarifying his previous answer
6	Should not lazy or should not be lazy?	Teacher elicits student to make student really understand about the material being discussed	Eh should not be lazy deh miss.	Student answers by clarifying his answer
7	before an adjective, there must be a to?	Teacher tries to braisnstrom students' prior knowledge by eliciting them about to be using unfinished question	be miss	Student answers by giving information about question which is asked by teacher
8	Students, what do you see on the picture?	Teacher tries to make student analyze a picture by eliciting them with wh-question	There's a picture miss.. there's a watch miss.. there's an eiffel miss.. there's patung liberty miss.. monas miss monaas	Students try to answer by mentioning thing that they saw on picture together
9	Tapi coba liat disetiap gambarnya itu ada apa yaa?	Teacher tries to make student analyze the similarity of a picture by eliciting them with wh-question but in bahasa Indonesia	Oooh gambar jam yaa miss. . . gambar jam miss gambar jam.	Student answers by giving information about question which is asked by teacher
10	Each pictures have similarity. What is the similarity?	Teacher elicit students by changing the sentence into English		
11	What time is it Sekar?	Teacher tries to brainstorm student knowledge by eliciting student using wh-question	It is eight fifteen	Student answers by giving information about question which is asked by teacher
12	Jadi kalau eight o'clock itu artinya?	Teacher elicits student by asking student about the meaning of something using intonation only	jam delapan tepat miss	Student answers by giving information about question which is asked by teacher

No.	Teacher Utterance	Teacher Technique	Student Answer	Student Technique
13	What is the meaning of minute?	Teacher elicits student by asking student about the meaning of something using wh-question	Menit miss	Student answers by giving information about question which is asked by teacher by mentioning the meaning of a word
14	If the long hand is in digit one and the short hand is in digit two, so how do we read this? Five past or five to?	Teacher checks students' understanding by eliciting them using either/or question to make students really understand about material being discussed	to miss	Student answers by giving information from teacher's elicitation
15	C'mon guys please remember it. It is past or to? Lebih atau kurang?	Teacher checks students' understanding by eliciting them using either/or question to make students really understand about material being discussed	Lebih miss	Student answers by giving information about question which is asked by teacher
16	So, it is five?	Teacher gives clues to make students understand by eliciting them using intonation only to make students can answer easily	Past three miss	Student answers by giving information about question which is asked by teacher by completing teacher's elicitation
17	Jarum panjang di angka delapan, right?	Teacher tries to make students understand by eliciting them to agree with what the teacher said by using intonation only question	Yes miss	Students answer by agreeing what the teacher said
18	Lalu jarum pendek ada diantara angka 5 dan?	Teacher gives clues to make students understand by eliciting them using unfinished questions to make students can answer easily	six miss	Student answers by giving information about question which is asked by teacher by completing teacher's elicitation
19	So, how do we say it in english?	Teacher checks students' understanding by eliciting them using wh-question	twenty miss	Student answers by giving information about question which is asked by teacher by completing teacher's elicitation
20	Ini kalau jarumnya di angka 8 berati kurang berapa menit menuju jam 6?	Teacher checks students' understanding by eliciting them using wh-question		
21	So it is twenty?	Teacher gives clues to make students understand by eliciting them using intonation only to make students can answer easily	To six. . . To five miss	Student answers by giving information about question which is asked by teacher by completing teacher's elicitation
22	Ini menuju angka enam kan?	Teacher tries to make students understand by eliciting them to agree with what the teacher said by using intonation only question	Siiiix miss	Students answer by agreeing what the teacher said
23	Berarti it is twenty to?	Teacher gives clues to make students understand by eliciting them using intonation only to make students can answer easily		Student answers by giving information about question which is asked by teacher by completing teacher's elicitation

24	Selain menggunakan fifteen, can we use a quarter?	Teacher gives feedback for student's answer by eliciting them to give clarification for their answer	Of course misss. It is quarter to ten	Student answers by clarifying his previous answer
25	Oo you mean, Pasha doesn't come today?	Teacher gives feedback for student's answer by eliciting them to give clarification for their answer	Yes miss. Pasha doesn't come today	Student answers by clarifying his previous answer
27	What we have learnt last meeting?	Teacher checks students' prior knowledge by eliciting them using wh-question	jam setengah sembilan kurang lima belas, miss	Student answers by giving information related to the teacher's elicitation
28	Sekar What time is it?	Teacher tries to brainstorm student knowledge by eliciting student using wh-question		
29	How do we say it in English?	Teacher checks students' prior knowledge and understanding by eliciting them using wh-question	It's quarter past nine, miss	Student answers by giving information related to the teacher's elicitation
30	It's quarter to nine or quarter past nine?	Teacher checks students' understanding by eliciting them using either/or question to make students really understand about material being discussed	It's quarter to nine, miss	Student answers by giving information related to the teacher's elicitation (student choose one from two choices given by teacher)
31	Ada yang punya jawaban lain selain five past fourty five?	Teacher gives feedback for student's answer by eliciting them to give clarification for their answer	Aku miss. It is fifteen to six, miss	Student answers by giving information related to the teacher's elicitation
32	Bentuk lainnya gimana nak selain menggunakan past fifteen?	Teacher checks students' prior knowledge and understanding by eliciting them using wh-question	Oooh, it is quarter past nine miss	Student answers by giving information related to the teacher's elicitation
33	Indi, what is the differences between past and to?	Teacher checks students' prior knowledge by eliciting them using wh-question	Past is lewat and to is kurang miss	Student answers by giving information about question which is asked by teacher by completing teacher's elicitation
34	So, what is the meaning of it's quarter past eight?	Teacher elicits student by asking student about the meaning of something using wh-question	Hm quarter past eight is jam delapan lebih lima belas menit miss	Student answers by giving information related to the teacher's elicitation (giving the meaning of a sentence)
35	Then, how about it's twenty to nine?	Teacher checks students' understanding by eliciting them using wh-question	Hm berarti itu jam sembilan kurang dua puluh miss	Student answers by giving information related to the teacher's elicitation (giving the meaning of a sentence)
36	So, how about it is twenty past ten?	Teacher elicits student by asking student about the meaning of something using intonation only	Jam sepuluh lewat dua lima miss	Student answers by giving information related to the teacher's elicitation (giving the meaning of a sentence)

37	And five to eleven?	Teacher elicits student by asking student about the meaning of something using intonation only	Jam sebelas kurang lime menit miss	Student answers by giving information related to the teacher's elicitation (giving the meaning of a sentence)
38	Do you know what present continuous is?	Teacher tries to brainstorm students' prior knowledge by eliciting them using wh-question	Yang artinya sedang bukan miss?	Student answers by giving information related to the teacher's elicitation
39	Jadi ada yang bisa tebak ngga kira-kira present continuous yang kaya gimana?	Teacher tries to brainstorm students' prior knowledge by eliciting them using wh-question		
40	Iyaa betul sedang, tapi sedang yang gimana yaa kira-kira?	Teacher tries to brainstorm students' prior knowledge by eliciting them using wh-question	Susah miss aku jelasinnya. Pokoknya kaya yang tadi miss bilang itu deh. Saya sedang belajar, saya sedang membaca buku, gitu-gituu miss	Student answers by giving information related to the teacher's elicitation. Stduents give more explanation
41	What did you say?	Teacher elicits student to repeat their answer to make sure that they do really understand about their answer by using wh-question	The woman and the girl are riding bikes, miss	Student answers by repeating his previous answer
42	What is the meaning of the sun is shining	Teacher elicits student by asking student about the meaning of something using wh-question	Matahari cerah yaa miss. . . matahari sedang cerah miss . . . matahari bersinar miss.	Student answers by giving information related to the teacher's elicitation (giving the meaning of a sentence)
43	To be itu apa sih, what is to be?	Teacher checks students' prior knowledge by eliciting them using wh-question	Yang mana miss. . . lupaa miss. . . aku lupaaa	Student answers by giving information related to the teacher's elicitation
44	To be itu yang is, am, sama?	Teacher checks students' prior knowledge by eliciting them using wh-question	Are yaa miss?	Student answers by giving information about question which is asked by teacher by completing teacher's elicitation
45	Masih ingat kalau is untuk siapa aja?	Teacher checks students' prior knowledge by eliciting them using wh-question	He she it miss	Student answers by giving information related to the teacher's elicitation
46	And are is for?	Teacher checks students' prior knowledge by eliciting them using intonation only	They we I sama you miss	Student answers by giving information related to the teacher's elicitation
47	And the am?	Teacher checks students' prior knowledge by eliciting them using intonation only	Sayaaa miss	Student answers by giving information related to the teacher's elicitation
48	The sun is shining, to be nya apa disitu?	Teacher checks students' understanding by eliciting them using wh-question	Is miss	Student answers by giving information related to the teacher's elicitation
49	Then, what is the verb-ing?	Teacher checks students' understanding by eliciting them using wh-question	Shining miss	Student answers by giving information related to the teacher's elicitation

50	What is the to be and the verb ing?	Teacher checks students' understanding by eliciting them using wh-question	To be nya am miss. Kalau verb ingnya watching	Student answers by giving information related to the teacher's elicitation
51	If i write my brother is playing football, is it true or false? Kalau miss tulis my brother is playing football, itu benar atau salah?	Teacher checks students' understanding by eliciting them using either/or question to make students really understand about material being discussed	Salaaaah miss. . . salaah	Student answers by giving information related to the teacher's elicitation (student choose one from two choices given by teacher)
52	Why?	Teacher gives feedback for student's answer by eliciting them to give explanation about their answer using wh-question	soalnya itu my brother miss. Kan is Cuma buat he she sama it	Student gives information related the question by giving more explanation
53	Why that sentence is wrong?	Teacher gives feedback for student's answer by eliciting them to give explanation about their answer using wh-question		
54	Berarti kalau miss tulis my mother is cooking, my sister is singing, my cat is eating, ngga bisa juga dong?	Teacher gives feedback for student's answer by eliciting them to give clarification for their answer	Eh gatau deh miss. . . miss jadi tambah bingung miss. . . confuse miss	Student tries to answers by giving information related to the teacher's elicitation
55	My mother is a female, isn't it? My mother itu termasuk perempuan kan?	Teacher tries to make students understand by eliciting them to agree with what the teacher said by using intonation only question	Iyaa miss	Students answer by agreeing what the teacher said
56	Jadi kalau perempuan berarti my mother itu she kann?	Teacher tries to make students understand by eliciting them to agree with what the teacher said by using intonation only question	Yes miss	Students answer by agreeing what the teacher said
57	My father is also a male, isn't it? My father laki-laki kan?	Teacher tries to make students understand by eliciting them to agree with what the teacher said by using intonation only question		
58	Nah jadi tergolong he juga kan?	Teacher tries to make students understand by eliciting them to agree with what the teacher said by using intonation only question	Of course miss	Students answer by agreeing what the teacher said
59	How about my cat?	Teacher checks students understanding by eliciting them using wh-question	It yaa miss? Cat is animal misss	Student tries to answers by giving information related to the teacher's elicitation
60	Dia tergolong apa?	Teacher checks students' prior knowledge by eliciting them using wh-question		
61	Kalau miss bikin seperti ini bisa ngga?	Teacher checks students' understanding by eliciting them using either/or question to make students really understand about material being discussed	Hemm bener yaa miss? Indi lupa miss. I forget miss and confuse too.	Student answers by giving information related to the teacher's elicitation (student choose one from two choices given by teacher)

62	Kira-kira kalimat Maya and Mira are studying English bener ngga?	Teacher checks students' understanding by eliciting them using either/or question to make students really understand about material being discussed		
63	Indi, menurut Indi, kalimatnya miss benar atau salah?	Teacher checks students' understanding by eliciting them using either/or question to make students really understand about material being discussed		
64	Karena coba kalian lihat, who are the subject of that sentence?	Teacher checks students' understanding by eliciting them using wh-question	Maya and Mira are the subjects miss	Student tries to answers by giving information related to the teacher's elicitation
65	To be yang dipakai disitu apa yaa?	Teacher checks students' prior knowledge and understanding by eliciting them using wh-question	Are miss	Student tries to answers by giving information related to the teacher's elicitation
66	Sekarang miss tanya, subjek yang harus pake to be are apa aja yaa, Indi?	Teacher checks students' prior knowledge by eliciting them using wh-question	They we sama you miss	Student tries to answers by giving information related to the teacher's elicitation
67	Maya and Mira ada berapa?	Teacher checks students' understanding by eliciting them using wh-question	Twooo miss	Student tries to answers by giving information related to the teacher's elicitation
68	How about the girls are dancing, true or false?	Teacher checks students' understanding by eliciting them using either/or question to make students really understand about material being discussed	Trueee miss	Student answers by giving information related to the teacher's elicitation (student choose one from two choices given by teacher)
69	Kenapa betul, Kiki?	Teacher gives feedback for student's answer by eliciting them to give explanation about their answer using wh-question	More than one miss. Soalnya itu ada s nya miss, jadi lebih dari satu hehe	Student gives information related the question by giving more explanation
70	anybody remember what we have learnt last meeting?	Teacher checks students' prior knowledge about last meeting material by eliciting them using wh-question	No miss. Sorry i forget miss.	Student tries to answers by giving information related to the teacher's elicitation
71	Can we say I'm played?	Teacher gives feedback for student's answer by eliciting them to give clarification for their answer	No, miss	Student gives information related the question
72	I hearing the teacher or I am hearing the teacher?	Teacher checks students' understanding by eliciting them using either/or question to make	I am hearing the teacher, miss	Student answers by giving information related to the teacher's elicitation (student

		students really understand about material being discussed		choose one from two choices given by teacher)
73	Using –ing or not?	Teacher checks students' understanding by eliciting them using either/or question to make students really understand about material being discussed		
74	when you put verb ing, there should be a?	Teacher gives clues to make students understand by eliciting them using intonation only to make students can answer easily	Subject miss/is miss	Student answers by giving information about question which is asked by teacher by completing teacher's elicitation
75	But, what is 'is'?	Teacher checks students' prior knowledge and understanding by eliciting them using wh-question	duh apa yaa, lupa miss	Student tries to answers by giving information related to the teacher's elicitation
76	Is itu termasuk apa sih?	Teacher checks students' understanding by eliciting them using wh-question	apa sih miss? To be yaa miss?	Student answers by giving information about question which is asked by teacher by completing teacher's elicitation
77	Is itu to?	Teacher gives clues to make students understand by eliciting them using intonation only to make students can answer easily		
78	Present con?	Teacher gives clues to make students understand by eliciting them using intonation only to make students can answer easily	present continuous tense yaa miss?	Student answers by giving information about question which is asked by teacher by completing teacher's elicitation
79	Jadi susunannya gimana kalau dalam bentuk negatif?	Teacher checks students' understanding by eliciting them using wh-question	Not nya after to be miss	Student answers by giving information related to the teacher's elicitation (student choose one from two choices given by teacher)
80	Not nya kira-kira diletakkan dimana?	Teacher checks students' understanding by eliciting them using wh-question		
81	Before to be or after to be?	Teacher elicits student to make student really understand about the material being discussed		
82	berarti kira-kira kalimat tanyanya bagaimana?	Teacher checks students' understanding by eliciting them using wh-question	hmm, apakah dia sedang menonton TV, miss	Student tries to answers by giving information related to the teacher's elicitation
83	but how do we say it in English? Bahasa inggrisnya gimana?	Teacher checks students' understanding by eliciting them using wh-question	Is he watching TV yaa miss	Student tries to answers by giving information related to the teacher's elicitation
84	Miss tanya lagi, to be itu apa saja?	Teacher checks students' prior knowledge and understanding by eliciting them using wh-question	Is, am, are misss	Student tries to answers by giving information related to the teacher's elicitation

85	To be disini apa?	Teacher checks students' prior knowledge and understanding by eliciting them using wh-question	Is misss	Student tries to answers by giving information related to the teacher's elicitation
86	Lalu subjectnya disini siapa?	Teacher checks students' prior knowledge and understanding by eliciting them using wh-question	He misss	Student tries to answers by giving information related to the teacher's elicitation
87	And then verb-ing nya?	Teacher checks students' prior knowledge and understanding by eliciting them	Watching miss	Student tries to answers by giving information related to the teacher's elicitation
88	There are two answers, yes and?	Teacher gives clues to make students understand by eliciting them using intonation only to make students can answer easily	No, miss	Student answers by giving information about question which is asked by teacher by completing teacher's elicitation
89	So, what is the answer Thoriq?	Teacher checks students' understanding by eliciting them using wh-question	Yes, is he watching miss	Student tries to answers by giving information related to the teacher's elicitation
90	Kalau untuk jawaban no gimana, Indi?	Teacher checks students' understanding by eliciting them using wh-question	ada kata no nya yaa miss. Jadinya No he is no watching miss	Student tries to answers by giving information related to the teacher's elicitation
91	Menggunakan kata apa kalau untuk jawaban no?	Teacher checks students' understanding by eliciting them using wh-question		
92	With no or not?	Teacher checks students' understanding by eliciting them using either/or question to make students really understand about material being discussed	Eh with not deh miss. Jadinya he is not watching TV, miss	Student answers by giving information related to the teacher's elicitation (student choose one from two choices given by teacher)
93	Jadi, not itu diletakan setelah apa?	Teacher checks students' prior knowledge by eliciting them using wh-question	Setelah is miss	Teacher elicits students to give information about last material
94	Iyaa betul setelah is. Tapi is itu apa?	Teacher checks students' prior knowledge by eliciting them using wh-question	Oooh, is itu to be miss.	Teacher elicits students to give information about last material
95	Kata kerjanya jangan lupa diganti kedalam bentuk apa?	Teacher checks students' understanding by eliciting them using wh-question	Bentuk ing miss	Student tries to answers by giving information related to the teacher's elicitation
96	Sekar, do you still remember?	Teacher elicits student by giving student a question about the previous material	Yang going to go going to go itu miss?	Student answers by giving information about question which is asked by teacher
97	We can use another verbs, can't we? Bisa kan?	Teacher tries to make students understand by eliciting them to agree with what the teacher said by using intonation only question	Boleeeh dooong miss	Students answer by agreeing what the teacher said

98	what are you going to do next Saturday?	Teacher checks students' understanding by eliciting them using wh-question	Em, I am, I am	Student answers by giving information about question which is asked by teacher
99	I am going to?	Teacher gives clues to make students understand by eliciting them using intonation only to make students can answer easily	I am going to , em I'm going to	Student answers by giving information about question which is asked by teacher by completing teacher's elicitation
100	I am going to go to?	Teacher gives clues to make students understand by eliciting them using intonation only to make students can answer easily	I am going to go to my grand mother's house	Student answers by giving information about question which is asked by teacher by completing teacher's elicitation
101	what are you going to do next afternoon?	Teacher checks students' understanding by eliciting them using wh-question	I'm going to, em	Student answers by giving information about question which is asked by teacher
102	Yes, I'm going to?	Teacher gives clues to make students understand by eliciting them using intonation only to make students can answer easily	Em bingung miss	Student answers by giving information about question which is asked by teacher by completing teacher's elicitation
103	To go to English course, to play with friends, or what?	Teacher checks students' understanding by eliciting them using either/or question to make students really understand about material being discussed	To go to bookstore, miss	Student tries to answers by giving information related to the teacher's elicitation
104	What? Louder, please.	Teacher elicits student to repeat their answer to make sure that they do really understand about their answer by using wh-question	I am going to go to bookstore, miss	Students repeat her answer
105	Jadi bagaimana susunan kalimatnya coba, Thoriq?	Teacher checks students' understanding by eliciting them using wh-question	Pertama subjeknya dulu miss, trus going to trus kata kerjanya trus objeknya, miss	Student answers by giving information about question which is asked by teacher
106	They going to buy book nih, ini benar atau salah?	Teacher checks students' understanding by eliciting them using either/or question to make students really understand about material being discussed	Salaaah miss	Student answers by giving information related to the teacher's elicitation (student choose one from two choices given by teacher)
107	Why?	Teacher gives feedback for student's answer by eliciting them to give explanation about their answer using wh-question	Ada yang kurang miss	Student gives information related the question by giving more explanation
108	Apa yang kurang?	Teacher gives feedback for student's answer by eliciting them to give explanation about their answer using wh-question	Are miss	Student gives information related the question by giving more explanation

| 109 | Are itu apa yaa? | Teacher checks students' prior knowledge by eliciting them using wh-question | to be miss | Student answers by giving information about question which is asked by teacher |

No	Teacher's Elicitation	Comment	Students' Response	Comment
1	Sekar, did you remember about last meeting lesson? Sekar ingat mingu lalu bahas apa?	Teacher elicits student by giving student a question about last meeting	tentang should and should not miss	Student answers by giving information about last material
2	What is the meaning of should and should not?	Teacher elicits student by asking student about the meaning of something using wh-question	Should itu artinya harus	Student answers by giving information about last material
3	And then how about should not? What is the meaning of should not?	Teacher elicits student by asking student about the meaning of something using wh-question	Should not itu tidak harus miss	Student answers by giving information about last material
4	Nah artinya apa coba yang nomor satu dan dua?	Teacher elicits student by asking student about the meaning of something using wh-question	Dia harus belajar keras untuk mendapatkan nilai bagus sama dia seharusnya tidak melakukan itu, miss	Student answers by giving information about last material
5	Wait? Should not study?	Teacher elicits student to make student clarify his answer by using intonation only	Sorry miss, maksudnya you should not lazy, miss	Student answers by clarifying his previous answer
6	Should not lazy or should not be lazy?	Teacher elicits student to make student really understand about the material being discussed	Eh should not be lazy deh miss.	Student answers by clarifying his answer
7	before an adjective, there must be a to?	Teacher tries to braisnstrom students' prior knowledge by eliciting them about to be using unfinished question	be miss	Student answers by giving information about question which is asked by teacher
8	Students, what do you see on the picture?	Teacher tries to make student analyze a picture by eliciting them with wh-question	There's a picture miss.. there's a watch miss.. there's an eiffel miss.. there's patung liberty miss.. monas miss monaas	Students try to answer by mentioning thing that they saw on picture together
9	Tapi coba liat disetiap gambarnya itu ada apa yaa?	Teacher tries to make student analyze the similarity of a picture by eliciting them with wh-question but in bahasa Indonesia	Oooh gambar jam yaa miss. . . gambar jam miss gambar jam.	Student answers by giving information about question which is asked by teacher
10	Each pictures have similarity. What is the similarity?	Teacher elicit students by changing the sentence into English		
11	What time is it Sekar?	Teacher tries to brainstorm student knowledge by eliciting student using wh-question	It is eight fifteen	Student answers by giving information about question which is asked by teacher
12	Jadi kalau eight o'clock itu artinya?	Teacher elicits student by asking student about the meaning of something using intonation only	jam delapan tepat miss	Student answers by giving information about question which is asked by teacher

13	What is the meaning of minute?	Teacher elicits student by asking student about the meaning of something using wh-question	Menit miss	Student answers by giving information about question which is asked by teacher by mentioning the meaning of a word
14	If the long hand is in digit one and the short hand is in digit two, so how do we read this? Five past or five to?	Teacher checks students' understanding by eliciting them using either/or question to make students really understand about material being discussed	to miss	Student answers by giving information from teacher's elicitation
15	C'mon guys please remember it. It is past or to? Lebih atau kurang?	Teacher checks students' understanding by eliciting them using either/or question to make students really understand about material being discussed	Lebih miss	Student answers by giving information about question which is asked by teacher
16	So, it is five?	Teacher gives clues to make students understand by eliciting them using intonation only to make students can answer easily	Past three miss	Student answers by giving information about question which is asked by teacher by completing teacher's elicitation
17	Jarum panjang di angka delapan, right?	Teacher tries to make students understand by eliciting them to agree with what the teacher said by using intonation only question	Yes miss	Students answer by agreeing what the teacher said
18	Lalu jarum pendek ada diantara angka 5 dan?	Teacher gives clues to make students understand by eliciting them using unfinished questions to make students can answer easily	six miss	Student answers by giving information about question which is asked by teacher by completing teacher's elicitation
19	So, how do we say it in english?	Teacher checks students' understanding by eliciting them using wh-question	twenty miss	Student answers by giving information about question which is asked by teacher by completing teacher's elicitation
20	Ini kalau jarumnya di angka 8 berati kurang berapa menit menuju jam 6?	Teacher checks students' understanding by eliciting them using wh-question		
21	So it is twenty?	Teacher gives clues to make students understand by eliciting them using intonation only to make students can answer easily	To six. . . To five miss	Student answers by giving information about question which is asked by teacher by completing teacher's elicitation
22	Ini menuju angka enam kan?	Teacher tries to make students understand by eliciting them to agree with what the teacher said by using intonation only question	Siiiix miss	Students answer by agreeing what the teacher said
23	Berarti it is twenty to?	Teacher gives clues to make students understand by eliciting		Student answers by giving information about question

		them using intonation only to make students can answer easily		which is asked by teacher by completing teacher's elicitation
24	Selain menggunakan fifteen, can we use a quarter?	Teacher gives feedback for student's answer by eliciting them to give clarification for their answer	Of course misss. It is quarter to ten	Student answers by clarifying his previous answer
25	Oo you mean, Pasha doesn't come today?	Teacher gives feedback for student's answer by eliciting them to give clarification for their answer	Yes miss. Pasha doesn't come today	Student answers by clarifying his previous answer
27	What we have learnt last meeting?	Teacher checks students' prior knowledge by eliciting them using wh-question	jam setengah sembilan kurang lima belas, miss	Student answers by giving information related to the teacher's elicitation
28	Sekar What time is it?	Teacher tries to brainstorm student knowledge by eliciting student using wh-question		
29	How do we say it in English?	Teacher checks students' prior knowledge and understanding by eliciting them using wh-question	It's quarter past nine, miss	Student answers by giving information related to the teacher's elicitation
30	It's quarter to nine or quarter past nine?	Teacher checks students' understanding by eliciting them using either/or question to make students really understand about material being discussed	It's quarter to nine, miss	Student answers by giving information related to the teacher's elicitation (student choose one from two choices given by teacher)
31	Ada yang punya jawaban lain selain five past fourty five?	Teacher gives feedback for student's answer by eliciting them to give clarification for their answer	Aku miss. It is fifteen to six, miss	Student answers by giving information related to the teacher's elicitation
32	Bentuk lainnya gimana nak selain menggunakan past fifteen?	Teacher checks students' prior knowledge and understanding by eliciting them using wh-question	Oooh, it is quarter past nine miss	Student answers by giving information related to the teacher's elicitation
33	Indi, what is the differences between past and to?	Teacher checks students' prior knowledge by eliciting them using wh-question	Past is lewat and to is kurang miss	Student answers by giving information about question which is asked by teacher by completing teacher's elicitation
34	So, what is the meaning of it's quarter past eight?	Teacher elicits student by asking student about the meaning of something using wh-question	Hm quarter past eight is jam delapan lebih lima belas menit miss	Student answers by giving information related to the teacher's elicitation (giving the meaning of a sentence)
35	Then, how about it's twenty to nine?	Teacher checks students' understanding by eliciting them using wh-question	Hm berarti itu jam sembilan kurang dua puluh miss	Student answers by giving information related to the teacher's elicitation (giving the meaning of a sentence)
36	So, how about it is twenty past ten?	Teacher elicits student by asking student about the	Jam sepuluh lewat dua lima miss	Student answers by giving information related to the

		meaning of something using intonation only	teacher's elicitation (giving the meaning of a sentence)
37	And five to eleven?	Teacher elicits student by asking student about the meaning of something using intonation only	Jam sebelas kurang lime menit miss	Student answers by giving information related to the teacher's elicitation (giving the meaning of a sentence)
38	Do you know what present continuous is?	Teacher tries to brainstorm students' prior knowledge by eliciting them using wh-question	Yang artinya sedang bukan miss?	Student answers by giving information related to the teacher's elicitation
39	Jadi ada yang bisa tebak ngga kira-kira present continuous yang kaya gimana?	Teacher tries to brainstorm students' prior knowledge by eliciting them using wh-question		
40	Iyaa betul sedang, tapi sedang yang gimana yaa kira-kira?	Teacher tries to brainstorm students' prior knowledge by eliciting them using wh-question	Susah miss aku jelasinnya. Pokoknya kaya yang tadi miss bilang itu deh. Saya sedang belajar, saya sedang membaca buku, gitu-gituu miss	Student answers by giving information related to the teacher's elicitation. Stduents give more explanation
41	What did you say?	Teacher elicits student to repeat their answer to make sure that they do really understand about their answer by using wh-question	The woman and the girl are riding bikes, miss	Student answers by repeating his previous answer
42	What is the meaning of the sun is shining	Teacher elicits student by asking student about the meaning of something using wh-question	Matahari cerah yaa miss. . . matahari sedang cerah miss . . . matahari bersinar miss.	Student answers by giving information related to the teacher's elicitation (giving the meaning of a sentence)
43	To be itu apa sih, what is to be?	Teacher checks students' prior knowledge by eliciting them using wh-question	Yang mana miss. . . lupaa miss. . . aku lupaaa	Student answers by giving information related to the teacher's elicitation
44	To be itu yang is, am, sama?	Teacher checks students' prior knowledge by eliciting them using wh-question	Are yaa miss?	Student answers by giving information about question which is asked by teacher by completing teacher's elicitation
45	Masih ingat kalau is untuk siapa aja?	Teacher checks students' prior knowledge by eliciting them using wh-question	He she it miss	Student answers by giving information related to the teacher's elicitation
46	And are is for?	Teacher checks students' prior knowledge by eliciting them using intonation only	They we I sama you miss	Student answers by giving information related to the teacher's elicitation
47	And the am?	Teacher checks students' prior knowledge by eliciting them using intonation only	Sayaaa miss	Student answers by giving information related to the teacher's elicitation
48	The sun is shining, to be nya apa disitu?	Teacher checks students' understanding by eliciting them using wh-question	Is miss	Student answers by giving information related to the teacher's elicitation

49	Then, what is the verb-ing?	Teacher checks students' understanding by eliciting them using wh-question	Shining miss	Student answers by giving information related to the teacher's elicitation
50	What is the to be and the verb ing?	Teacher checks students' understanding by eliciting them using wh-question	To be nya am miss. Kalau verb ingnya watching	Student answers by giving information related to the teacher's elicitation
51	If i write my brother is playing football, is it true or false? Kalau miss tulis my brother is playing football, itu benar atau salah?	Teacher checks students' understanding by eliciting them using either/or question to make students really understand about material being discussed	Salaaaah miss. . . salaah	Student answers by giving information related to the teacher's elicitation (student choose one from two choices given by teacher)
52	Why?	Teacher gives feedback for student's answer by eliciting them to give explanation about their answer using wh-question	soalnya itu my brother miss. Kan is Cuma buat he she sama it	Student gives information related the question by giving more explanation
53	Why that sentence is wrong?	Teacher gives feedback for student's answer by eliciting them to give explanation about their answer using wh-question		
54	Berarti kalau miss tulis my mother is cooking, my sister is singing, my cat is eating, ngga bisa juga dong?	Teacher gives feedback for student's answer by eliciting them to give clarification for their answer	Eh gatau deh miss. . . miss jadi tambah bingung miss. . . confuse miss	Student tries to answers by giving information related to the teacher's elicitation
55	My mother is a female, isn't it? My mother itu termasuk perempuan kan?	Teacher tries to make students understand by eliciting them to agree with what the teacher said by using intonation only question	Iyaa miss	Students answer by agreeing what the teacher said
56	Jadi kalau perempuan berarti my mother itu she kann?	Teacher tries to make students understand by eliciting them to agree with what the teacher said by using intonation only question	Yes miss	Students answer by agreeing what the teacher said
57	My father is also a male, isn't it? My father laki-laki kan?	Teacher tries to make students understand by eliciting them to agree with what the teacher said by using intonation only question		
58	Nah jadi tergolong he juga kan?	Teacher tries to make students understand by eliciting them to agree with what the teacher said by using intonation only question	Of course miss	Students answer by agreeing what the teacher said
59	How about my cat?	Teacher checks students understanding by eliciting them using wh-question	It yaa miss? Cat is animal misss	Student tries to answers by giving information related to the teacher's elicitation

60	Dia tergolong apa?	Teacher checks students' prior knowledge by eliciting them using wh-question		
61	Kalau miss bikin seperti ini bisa ngga?	Teacher checks students' understanding by eliciting them using either/or question to make students really understand about material being discussed	Hemm bener yaa miss? Indi lupa miss. I forget miss and confuse too.	Student answers by giving information related to the teacher's elicitation (student choose one from two choices given by teacher)
62	Kira-kira kalimat Maya and Mira are studying English bener ngga?	Teacher checks students' understanding by eliciting them using either/or question to make students really understand about material being discussed		
63	Indi, menurut Indi, kalimatnya miss benar atau salah?	Teacher checks students' understanding by eliciting them using either/or question to make students really understand about material being discussed		
64	Karena coba kalian lihat, who are the subject of that sentence?	Teacher checks students' understanding by eliciting them using wh-question	Maya and Mira are the subjects miss	Student tries to answers by giving information related to the teacher's elicitation
65	To be yang dipakai disitu apa yaa?	Teacher checks students' prior knowledge and understanding by eliciting them using wh-question	Are miss	Student tries to answers by giving information related to the teacher's elicitation
66	Sekarang miss tanya, subjek yang harus pake to be are apa aja yaa, Indi?	Teacher checks students' prior knowledge by eliciting them using wh-question	They we sama you miss	Student tries to answers by giving information related to the teacher's elicitation
67	Maya and Mira ada berapa?	Teacher checks students' understanding by eliciting them using wh-question	Twooo miss	Student tries to answers by giving information related to the teacher's elicitation
68	How about the girls are dancing, true or false?	Teacher checks students' understanding by eliciting them using either/or question to make students really understand about material being discussed	Trueee miss	Student answers by giving information related to the teacher's elicitation (student choose one from two choices given by teacher)
69	Kenapa betul, Kiki?	Teacher gives feedback for student's answer by eliciting them to give explanation about their answer using wh-question	More than one miss. Soalnya itu ada s nya miss, jadi lebih dari satu hehe	Student gives information related the question by giving more explanation
70	anybody remember what we have learnt last meeting?	Teacher checks students' prior knowledge about last meeting material by eliciting them using wh-question	No miss. Sorry i forget miss.	Student tries to answers by giving information related to the teacher's elicitation
71	Can we say I'm played?	Teacher gives feedback for student's answer by eliciting	No, miss	Student gives information related the question

		them to give clarification for their answer		
72	I hearing the teacher or I am hearing the teacher?	Teacher checks students' understanding by eliciting them using either/or question to make students really understand about material being discussed	I am hearing the teacher, miss	Student answers by giving information related to the teacher's elicitation (student choose one from two choices given by teacher)
73	Using –ing or not?	Teacher checks students' understanding by eliciting them using either/or question to make students really understand about material being discussed		
74	when you put verb ing, there should be a?	Teacher gives clues to make students understand by eliciting them using intonation only to make students can answer easily	Subject miss/is miss	Student answers by giving information about question which is asked by teacher by completing teacher's elicitation
75	But, what is 'is'?	Teacher checks students' prior knowledge and understanding by eliciting them using wh-question	duh apa yaa, lupa miss	Student tries to answers by giving information related to the teacher's elicitation
76	Is itu termasuk apa sih?	Teacher checks students' understanding by eliciting them using wh-question	apa sih miss? To be yaa miss?	Student answers by giving information about question which is asked by teacher by completing teacher's elicitation
77	Is itu to?	Teacher gives clues to make students understand by eliciting them using intonation only to make students can answer easily		
78	Present con?	Teacher gives clues to make students understand by eliciting them using intonation only to make students can answer easily	present continuous tense yaa miss?	Student answers by giving information about question which is asked by teacher by completing teacher's elicitation
79	Jadi susunannya gimana kalau dalam bentuk negatif?	Teacher checks students' understanding by eliciting them using wh-question	Not nya after to be miss	Student answers by giving information related to the teacher's elicitation (student choose one from two choices given by teacher)
80	Not nya kira-kira diletakkan dimana?	Teacher checks students' understanding by eliciting them using wh-question		
81	Before to be or after to be?	Teacher elicits student to make student really understand about the material being discussed		
82	berarti kira-kira kalimat tanyanya bagaimana?	Teacher checks students' understanding by eliciting them using wh-question	hmm, apakah dia sedang menonton TV, miss	Student tries to answers by giving information related to the teacher's elicitation

83	but how do we say it in English? Bahasa inggrisnya gimana?	Teacher checks students' understanding by eliciting them using wh-question	Is he watching TV yaa miss	Student tries to answers by giving information related to the teacher's elicitation
84	Miss tanya lagi, to be itu apa saja?	Teacher checks students' prior knowledge and understanding by eliciting them using wh-question	Is, am, are misss	Student tries to answers by giving information related to the teacher's elicitation
85	To be disini apa?	Teacher checks students' prior knowledge and understanding by eliciting them using wh-question	Is misss	Student tries to answers by giving information related to the teacher's elicitation
86	Lalu subjectnya disini siapa?	Teacher checks students' prior knowledge and understanding by eliciting them using wh-question	He misss	Student tries to answers by giving information related to the teacher's elicitation
87	And then verb-ing nya?	Teacher checks students' prior knowledge and understanding by eliciting them	Watching miss	Student tries to answers by giving information related to the teacher's elicitation
88	There are two answers, yes and?	Teacher gives clues to make students understand by eliciting them using intonation only to make students can answer easily	No, miss	Student answers by giving information about question which is asked by teacher by completing teacher's elicitation
89	So, what is the answer Thoriq?	Teacher checks students' understanding by eliciting them using wh-question	Yes, is he watching miss	Student tries to answers by giving information related to the teacher's elicitation
90	Kalau untuk jawaban no gimana, Indi?	Teacher checks students' understanding by eliciting them using wh-question	ada kata no nya yaa miss. Jadinya No he is no watching miss	Student tries to answers by giving information related to the teacher's elicitation
91	Menggunakan kata apa kalau untuk jawaban no?	Teacher checks students' understanding by eliciting them using wh-question		
92	With no or not?	Teacher checks students' understanding by eliciting them using either/or question to make students really understand about material being discussed	Eh with not deh miss. Jadinya he is not watching TV, miss	Student answers by giving information related to the teacher's elicitation (student choose one from two choices given by teacher)
93	Jadi, not itu diletakan setelah apa?	Teacher checks students' prior knowledge by eliciting them using wh-question	Setelah is miss	Teacher elicits students to give information about last material
94	Iyaa betul setelah is. Tapi is itu apa?	Teacher checks students' prior knowledge by eliciting them using wh-question	Oooh, is itu to be miss.	Teacher elicits students to give information about last material
95	Kata kerjanya jangan lupa diganti kedalam bentuk apa?	Teacher checks students' understanding by eliciting them using wh-question	Bentuk ing miss	Student tries to answers by giving information related to the teacher's elicitation
96	Sekar, do you still remember?	Teacher elicits student by giving student a question about the previous material	Yang going to go going to go itu miss?	Student answers by giving information about question which is asked by teacher

97	We can use another verbs, can't we? Bisa kan?	Teacher tries to make students understand by eliciting them to agree with what the teacher said by using intonation only question	Boleeeh dooong miss	Students answer by agreeing what the teacher said
98	what are you going to do next Saturday?	Teacher checks students' understanding by eliciting them using wh-question	Em, I am, I am	Student answers by giving information about question which is asked by teacher
99	I am going to?	Teacher gives clues to make students understand by eliciting them using intonation only to make students can answer easily	I am going to , em I'm going to	Student answers by giving information about question which is asked by teacher by completing teacher's elicitation
100	I am going to go to?	Teacher gives clues to make students understand by eliciting them using intonation only to make students can answer easily	I am going to go to my grand mother's house	Student answers by giving information about question which is asked by teacher by completing teacher's elicitation
101	what are you going to do next afternoon?	Teacher checks students' understanding by eliciting them using wh-question	I'm going to, em	Student answers by giving information about question which is asked by teacher
102	Yes, I'm going to?	Teacher gives clues to make students understand by eliciting them using intonation only to make students can answer easily	Em bingung miss	Student answers by giving information about question which is asked by teacher by completing teacher's elicitation
103	To go to English course, to play with friends, or what?	Teacher checks students' understanding by eliciting them using either/or question to make students really understand about material being discussed	To go to bookstore, miss	Student tries to answers by giving information related to the teacher's elicitation
104	What? Louder, please.	Teacher elicits student to repeat their answer to make sure that they do really understand about their answer by using wh-question	I am going to go to bookstore, miss	Students repeat her answer
105	Jadi bagaimana susunan kalimatnya coba, Thoriq?	Teacher checks students' understanding by eliciting them using wh-question	Pertama subjeknya dulu miss, trus going to trus kata kerjanya trus objeknya, miss	Student answers by giving information about question which is asked by teacher
106	They going to buy book nih, ini benar atau salah?	Teacher checks students' understanding by eliciting them using either/or question to make students really understand about material being discussed	Salaaah miss	Student answers by giving information related to the teacher's elicitation (student choose one from two choices given by teacher)
107	Why?	Teacher gives feedback for student's answer by eliciting them to give explanation about their answer using wh-question	Ada yang kurang miss	Student gives information related the question by giving more explanation

108	Apa yang kurang?	Teacher gives feedback for student's answer by eliciting them to give explanation about their answer using wh-question	Are miss	Student gives information related the question by giving more explanation
109	Are itu apa yaa?	Teacher checks students' prior knowledge by eliciting them using wh-question	to be miss	Student answers by giving information about question which is asked by teacher

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