

**THE EFFECT OF APPLYING ELICITATION TECHNIQUE ON THE  
STUDENTS' SPEAKING ACHIEVEMENT**

**THESIS**

*Submitted in Partial Fulfillment on the Requirements  
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**By**

**SUCI RAHMADANI**  
**1302050049**



**FACULTY OF TEACHER TRAINING AND EDUCATION  
UNIVERSITY OF MUHAMMADIYAH SUMATERA UTARA  
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## ABSTRACT

**Suci Rahmadani** *The Effect of Applying Elicitation Technique on The students' Speaking Achievement*. Skripsi : English Departement of Faculty of Teacher Training and Education University of Muhammadiyah Sumatera Utara, Medan 2017.

This research dealt with the effect of applying elicitation technique on the students' speaking achievement. The objective of this research was to find out the effect of using Elicitation Technique in the students' speaking achievement. This was an experimental research which applied one-group pre-test and post-test design. The population of the research was the 11<sup>th</sup> grade students at SMA HARAPAN MEKAR MEDAN in 2016/2017 academic year, which consist of 91 students. By using perposive sampling technique class XI IPA 1 was chosen as the sample. The data were gathered by administrating an oral test given in pre-test and post-test using the teacher made test. After analyzing the data, the findings showed that the value of  $t_{observe}$  was higher than  $t_{table}$  ( $2.689 > 2.048$ ) with  $df = n-2$  ( $30-2=28$ ). It means the alternative hyphotesis ( $H_a$ ) was accepted and  $H_o$  was reject, there were a signficance effect of applying Elicitation Technique on the students' speaking achievement. The influenced of this technique was 20.5%, and 79.5% by other factors.

Keyword: Elicitation Technique, Speaking

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SuciRahmadani  
1302050049

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# CHAPTER I

## INTRODUCTION

### A. The Background of the study

The Objective of teaching English is to enable the students to achieve the four skill of language,namely listening,speaking,reading and writing.It is expected that after relatively enough time of studying,the students will achieve the ability in listening,speaking,writing,reading English. Speaking is a process of building and sharing ideas through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve student's communicative skill because students can express themselves and learn how to use a language. According to Fulcher(2003:23) Speaking is the verbal use of a language to communicate with others. In speaking,there is a process of communication between speaker and listener. People put ideas into word ,talking about perceptions or feelings that they want other people to understand them. Then, the listener tries to reconstruct the perceptions that they are meant to be understood. Maxom (2002:183) state that speaking is the most important skill in English language teaching to be mastered in school.

Based on the researcher's observation at Yayasan Pendidikan Sma Harapan Mekar Medan Senior High School especially on Grade XI. The researcher choose this title first,because there are many students who cannot

speaking English well. Second, the students did not have self-confidence to speak because the students were afraid to make a mistake in speaking English. . It means that many students could not pass the KKM. From this fact it can be concluded that the process of teaching and learning has not been successful. In this case, the elicitation technique was useful for the students of Yayasan Pendidikan SMA Harapan Mekar Medan on Jl. Marelan Raya No.77 Medan. The elicitation technique was used to teach students in grade IX senior high school.

Teacher elicitation as an essential type of classroom technique is more relevant teaching technique because the students' participation is involved in a learning community and promotes students' cognitive development (Wash and Sattles, 2005). It helps develop a learner-centered dynamic. It makes learning memorable as learners can link new and old information, and it can help produce dynamic and stimulating ideas. The last curriculum, namely The Educational Unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan : KTSP), expects Senior High School students to be able to actively communicate in English. In learning English as a foreign language, most students cannot speak English well because of various reasons.

In general, some people realize that there are some factors of the difficulties in speaking ability. There are internal and external factors. Internal factors can come from the students themselves. This is concerned with the psychological and physical aspects, for instance feeling ashamed to speak. This can make students afraid of making interactions with their peers during the teaching-learning process. It also makes students reluctant to express their ideas

even though they do not understand ; they do not want to take risk of being criticized by they friend. It is concern with the teaching-learning techniques.

At present,in teaching speaking,usually the teacher is oriented to the students' English book. He /she teaches by asking the student to read the dialogue. Based on the statements discussed above,the researcher conducts this study to know the effect of using elicitation technique on students' speaking achievement.

### **B. The identification of Problem**

The identification of the Problems were:

1. The students did not have self-confidence to speak
2. The students were afraid to make fault in speak english
3. The students were not interested in learning speaking by using traditional technique

### **C. The Scope and Limitation**

The scope of the study were speaking in form of transactional type . The limitation of the study are focussed on the expressing asking and giving opinion on the eleventh grade year students' of 2016/2017 academic year of Yayasan Pendidikan SMA Harapan Mekar Medan.

### **D. The Formulation of the Study**

The Formulation of the study will be formulated as :

1. Is there any significance effect of elicitation on the students' speaking achievement being taught by using Elicitation Technique?
2. How is the students' speaking achievement taught by using Elicitation Technique

**E. The Objectives of the study**

The Objectives of the study are :

1. to find out the effect of using Elicitation Technique in students' speaking achievement
2. to figure out the students' speaking achievement taught by using Elicitation Technique

**F. The Significance of the Study**

The finding of the study are important in :

1. Theoretical

The study will develop knowledge and understanding about the using Elicitation Technique in the students' speaking achievement

2. Practical

- a. For the Headmaster, the result could increase awareness of teacher and the headmaster performance to effectively the model.
- b. For the teacher, to elaborate their knowledge about Elicitation as a suitable technique to teach speaking.
- c. For the students, to encourage them to speak english well.
- d. For the reader, the result will be useful in order that they can use it in teaching learning process, to make the students more interested in studying English.
- e. For the writer, who had knowledge in practicing, experiences and teaching strategy improving it in school.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

#### **A. Theoretical Framework**

A researcher is based on the existing theories in the field of science. In this way, the theoretical framework is aimed at giving concepts applies in this research. These concepts will lead to a better analysis of the given theories because they help the researcher limits the scope of the problem.

##### **1. Students Achievement in Speaking**

The students use achievement in speaking when they wish to express themselves but have problems because they lack the knowledge of the elements of language to communicate. The students try to overcome this lack of knowledge by finding ways around the problem. The term ‘’ Speaking Achivement’’ here means the ability to apply grammatical and discourse to communicate effectively in particular contexts for particular purpose. Alexander (1967:57) states that speaking achievement within these purpose. The ability to understand English dealing with every subject and spoken at normal speed,to answer questions which requires short and extended answers,to use orally the substance of passage of English after having hear it several times and read it,to conduct a simple conversation on every subjects and to give a short talk and etc.

Based on the explanation,it can be summarize that speaking achievement is to achive the language appropriately in social interactions. Diversity in interactions here involves not only verbal communication but also paralinguistic

components of speech such as pronunciation, vocabulary, grammar and fluency for Senior High School students. It puts on how students can use their English knowledge in their daily conversation in order to be good in speaking.

## **2. Speaking**

Speaking is a communication skill that enables a person to verbalize thoughts and ideas. People speak because of some reasons such as, asking and telling information, debating, argumentation, expressing feeling, emotion, and desires. Speaking is also one of the most important skills to master in a language. Its success is measured in term of ability to carry out conversation in an interactive process constructing meaning that involves producing, receiving, and processing information. Speak means talk about, use your voice to say, be able to use a language ,make a speech to an audience,make use of language ordinary,not singing voice (Oxford Dictionary, 2003:414)

Moreover Greene (1963:10) states it is necessary to use acceptable forms of correct language. The forms involve grammar, vocabulary, pronunciation, and intonation. The learners should be able to produce basic structure correctly.

## **3. Types of Speaking Performances**

Brown (2004 : 271) describes six categories of speaking skill area. Those six categories as into follow:

### **a. Imitative**

This category includes the ability to practice an intonation and focusing on some particular elements of language form. That is just imitating a word, phrase or sentence. The important things here is

focusing on pronunciation. The teacher uses drilling in the teaching learning process. The reason is by using drilling students get opportunity to listen and orally repeat some words.

b. Intensive

This is the students' speaking performance that is practicing some phonological and grammatical aspects of language. It usually places students doing the task in pairs (group work), for example, reading aloud that includes reading paragraph, reading dialogue with partner in turn, reading information from chart, etc.

c. Responsive

Responsive performance includes interaction and test comprehension but at the somewhat limited level of very short conversation, started greeting and small talk, simple request and comments. This is a kind of short replies to teacher or students-initiated questions or comments, giving instruction and direction. Those replies are usually sufficient and meaningful.

d. Transactional (Dialogue)

It is carried out for the purpose of conveying or exchanging specific information. For example here is conversation which is done in pair work.

e. Interpersonal (Dialogue)

It is carried out more for the purpose of maintaining social relationships than for the transmission of facts and information. The



forms of interpersonal speaking performance are interview, roleplay, discussion, conversation and games.

f. Extensive (Monologue)

Teacher gives students extended monologues in the form oral reports summaries, and storytelling and short speeches.

Based on the theory above, it can be concluded that there are some points that should be considered an assessing speaking. The students need to know at least the pronunciation, vocabularies, and language functions that they are going to use. When the students have been ready and prepared for the activity, they can use the language appropriately.

#### **4. The Problem of Speaking Achievement**

Nunan (1999:133) says that there are five principle factors which make the reluctant of the students to speak up in class,such as : 1. Lack of Confidence, 2. Students' fear of the mistakes and derisions, 3. Teacher's intolerance of silence, 4. Uneven allocation of turns, and 5. Incompressible.

a. Lack of confidence.

Student's perceived low proficiency in English. Although the students have competence to respond the teacher's question in English,their lack of confidence or perception that their English in poor resulted in mark reluctance respond.

b. Sudent's fear of making mistake and derison.

Student are also afraid of making fools of themselves in front of their

peers. In addition, there is a cultural factor in a number of Asian cultures in habiting students from speaking up in front of their peers.

c. Teacher's intolerance of silence.

Many of the teachers taking part in the study gave students little or no wait times. This situation makes the students do not want to practice.

d. Uneven allocation of turns.

This is probably relates to the intolerance of silence. By targeting the better students, the teacher could be sure there would not be periods of silence or confusion in their classroom.

e. Incomprehensible input.

The teacher thinks that has taught the students well, or given question by correct order, but sometimes it is incomprehensible so that make the students confused.

One technique to develop this speaking ability is elicitation technique. An elicitation is an act whose function is to request a linguistic response-linguistic. Although the response may be a non-verbal surrogate such as a nod or raise hand (Sinclair & Coulthard, 1992:9)

## **5. The Indicator of Students' Achievement in speaking**

According to Brown (1983:23) speaking is the serve as the topic an instrument of act. It means that speakers talk to interact each other to have some effect of their listeners. In doing so, the speaker and the listener must have the same language. In other words, the speakers and the listener

should use the same language system, such as ; vocabulary, grammar, pronunciation, and culture of how the language is used.

When students are able to speak, it means they communicate with other people comprehensively. Therefore, the student should know vocabulary, grammar, pronunciation, and should have knowledge about the culture of how the language is used.

a. Fluency

This refers to how good the students are at keeping talking at the right speed and how good they are at connecting their ideas together. There are many factors that influence the fluency of a speaker. For instance, the ability to combine the sentences can interfere with the fluency. Besides, when a listener listens to the speaker, he may not concentrate on the sound to the message.

b. Vocabulary

The word vocabulary is used to indicate that they are a list of words, which should be understood in order to communicate well. It means the whole stock of words used by a nation, by any set of people or by an individual.

c. Grammatical Range and Accuracy

This refers to how many structures the students have and how well they use them. Grammar refers to the grammatical mastery in

speaking. It is important because the language is a system that should be followed.

d. Pronunciation

This refers to how well the language. As well as considering the communicative effect of the students' pronunciation, there is evaluation how much strain it causes on listener, and how noticeable their accent is although accent itself is not to be able to produce the phonological features of speech,

e. Comprehension

This refers to how good the students' understand the meaning of something. The word 'Comprehension' refers to the ability to make sense of something or to understand something. It can also be defined as the art of comprehending or perceiving. Comprehension also describes information or knowledge that is acquired through understanding. When the speaker says something, they must understand about information or message that they say.

#### **4. Elicitation Technique**

Nunan (2003) states that elicitation emphasizes learners' experience and knowledge and helps 'to take the focus off of the text as the source of authority and helps learners become more self-reliant', which the teacher gets the learners to give information rather than giving it to them. In the classroom elicitation is an important technique for various reasons. It helps develop a learner centered

dynamic, it makes learning memorable as learners can link new and old information, and it can help produce a dynamic and stimulating environment.

From the definition above, elicitation will be a successful teaching technique in which small terms consist of students in different levels of ability, and using the variety of learning activities to achieve their understanding of a subject.

### **5. Step of Elicitation Technique**

Nunan (2003) states that some steps of Elicitation Technique.

There are :

- a. Teacher poses a problem or asks an open-ended question to which there may be a variety of answers.
- b. Collectively, students have a great deal of knowledge, both of the language and of the real world. This knowledge needs to be activated and used constructively.
- c. Teaching of new knowledge is often based on what the learners already know.
- d. Questioning assists in self-discovery, which makes information more memorable.

### **6. The Purposes of Elicitation**

Elicitation helps to develop a learner-centered classroom and a stimulating environment, while making learning memorable by linking new and old information. Eliciting is not limited to language and global knowledge; the teacher can elicit ideas, feelings, meaning, situations, associations, and memories. For the teacher, eliciting is a powerful diagnostic tool, providing key information about

what the learners know or don't know, and therefore a starting point for lesson planning. Eliciting also encourages teachers to be flexible and to move on rather than well on information which is already known.

### **7. The Advantages of Elicitation**

Gravesin Nunan (2003) points out that elicitation, “because it emphasizes learners’ experience and knowledge ,”helps “to take the focus off of the text as the source of authority and helps learners become more self-reliant”. Elicitation is also an excellent lead-in to many other activities that exercise critical thinking and inquiry.

Ngeow and Kong (2003) states that some advantages of using elicitation as a technique in teaching speaking. There are :

#### **a. Eliciting keeps the students alert**

Even the best students will find their minds wandering occasionally if there is someone at the front of the room speaking, especially if what is being said is a grammar explanation in a foreign language. If they could be called upon at anytime, there is far less chance that a missing item on their shopping list or something that their ex-girlfriend said to them could drift into their minds. Ways of exploiting this include choosing people at random rather than just going along the row and mixing this up with giving a general question for the whole class to shout out their answers to. You can combine these by taking the suggestion of one student and asking the whole class if they agree or having anything to add.

**b. Eliciting helps you realize if the students are listening and understanding or not**

If you say “ The Present Perfect is used to talk about things connecting the present and the past”,there is no way at that stage of knowing if the students have understood what you said(even if they were listening) .If you say “What do these Present Perfect sentences have in common?” or What the difference between these Simple Past and Present Perfect sentences?” instead a lack of an answer makes it likely that they are not listening or are not following you (but see below for other possible reasons),and a correct answer makes it clear that they are alert and with you in your explanation.

**c. Eliciting helps you find out what they already know**

By starting with easy questions and working your way towards more difficult ones,you will be able to boost their confidence with the first ones and realize the limits of their knowledge once their answers start to become incomplete or wrong. Finding out what students do and don't know will also help you spend lesson time on the most important things,and help you plan future lessons with that in mind. There is the danger that you will only find out the limits of the knowledge of some of the students,or that you will underestimate their knowledge because they know but are not saying or they know but haven't explained themselves well. You can partly overcome these

problems by monitoring body language and making sure everyone speaks.

**d. Elicitation can mean more students taking time (STT) cut down on teacher talking time (TTT)**

The fact that students are responding to almost everything you say in almost every stage of the lesson should mean that they are speaking more often than they would be if they just listening to an explanation by the teacher. This effect can be increased if you can get them commenting on what the other students say in the eliciting stages. Choosing your questions carefully can also help, e.g. by using Wh-questions rather than Yes/No questions and by asking questions that have many different correct answers (“Open question”) rather than ones where you are just looking for one particular answer. This last tip should also cut down on your speaking time by meaning that you don’t have to say “Good, but I was looking for a different word. What do you call...?” One example of this is to brainstorm all the vocabulary they know in particular category rather than just defining the one piece of vocabulary you are looking for. Another is to ask “What does the Second Conditional mean?” rather than “Is the second Conditional used to talk about real things?”

**e. Eliciting helps students learn how to guess**

Communicating in real time is a continual process of guessing-trying to predict what people are going to say, trying to work out their



attitude by their tone of voice and body language, etc. Many students lack this skill or are shy about using it in the foreign language classroom, and getting them used to guessing the answer to almost everything you say by eliciting can really help with this. To make sure they are happy to make a guess when you are eliciting, you'll need to give positive feedback for any kind of contribution ( " Very imaginative, but I mean something a bit more everyday" ), standing close to people with quiet voices when they answer so that they don't misinterpret not hearing them as lack of understanding, and asking questions that have many possible correct answers.

**f. They can learn/be exposed to useful incidental language during elicitation**

Incidental language is language that you don't teach but still hope that students pick up during their interactions in the classroom. Phrases they should learn how to understand and then maybe go on to be able to use (or at least be ready to learn consciously when they come up in the syllabus) from elicitation include "What does... mean?" "How do you spell...?" "What is this sound?" and "what's the difference between...and...?"

**g. Elicitation can show them how to work this out for themselves**

This is really just an aspect of the point above. Telling students that "Obstruction is the noun of obstruct" is obviously quick and might even be listened to and understood, especially if you write it up on the

board in some way at the same time. However, there is often a reason to take the time to elicit with “What kind of word is ‘action’?” A word, good. I mean, is there a similar word? Try taking off some of the letters toward the end... “Act”, good! What kind of verb is ‘act’? We say “He is acting”, so what kind of word is it in that sentence? “V”. Sure, that’s right, that’s what it says in your dictionary. ‘V’ stands for ‘verb’. So, ‘act’ is the verb and ‘action’ is the noun. Okay, so let’s go back to ‘obstruct’ and obstruction. This is a rather long example but I believe even this could be worthwhile because it has taught students some useful grammatical terminology and, more importantly, shown them how to analyze word formation for themselves.

#### **8. The Disadvantages of Elicitation**

Therefore, there are some disadvantages of using elicitation technique. There are :

- a. Elicitation can be time consuming.
- b. Elicitation doesn’t always lead to more TTT (Teacher Talking Time).
- c. Elicitation can be automatic.
- d. Elicitation can meet with silence.
- e. The language of elicitation is not like normal conversation

#### **B. Previously Relevance study**

There are some previous studies that related with the title of this research :

1. The first research which has carried out by Farida Fatmawati with the title “ Teaching Speaking By Using Elicitation Technique to the Eighth Grade students Of SMPN 1 Bangsri Jepara In 2015/2016 Academic Year”. The improvement of the students’ English speaking skill can be reached if the appropriate teaching technique is applied and it is appropriate with the principles of teaching speaking. Elicitation technique is one of the appropriate technique to improve the students’ speaking skill in English. This technique used to overcome students’ problem of being lack of self-confidence in speaking English because by the various kinds of activities in the elicitation technique which require the students to express their idea based on the material given. It makes the students more confident to speak English. The objective of the research in general is to find out whether there is significant difference of the speaking skill of the eight grade students of SMPN1 Bangsri Jepara in 2015/2016 academic year before and after being taught by using Elicitation Technique. This is a experimental research. The writer uses one group. The population used is the eight grade students of SMPN1 Bangsri Jepara in 2015/2016 academic year while the sample is class VIII A. The material is descriptive text. Firts the writer gives the pre-test, and then gives treatment in four meetings, and the last is giving post-test to find out the differences result in before and after being taught by Elicitation Technique. The result of the experiment shows that the mean of pre-test is 54.5 with the standard

deviation of 8.89 and the mean of post test is 70.9 with the standard deviation 6.38 . It was found t-observation is 11.59 in the level of significance 5% from degree of freedom (df)  $N-1$  ( $40-1 = 39$ ) and t-table 2.021. In other word t-observation falls in the critical region. Therefore , it can be said that the null hypothesis is rejected , while the hypothesis of the research is confirmed. So, the result of the research is “ there is significant difference of the speaking skill of the eighth grade students of SMPN1 Bangsri Jepara in 2015/2016 academic year before and after being taught by using Elicitation Technique”. Based on the result of the research above, the writer suggests that the teacher should be more innovative in selecting the suitable technique in teaching and learning process. It is to make students active and feel enjoyable in the class.

2. The second research which has carried out by Delvia Sasmita with the title “ An Analysis Of Teachers’ Elicitation Techniques In The Classroom At SMA Pembangunan Laboratorium Unp” The study is a descriptive study that aims to see what kind of elicitation techniques used by three teachers of English. pengumpulan engineering data used in this study is the observation and interviews. in observing, the learning process is recorded using a video camera. This recording was transcribed and analyzed. interviews were conducted by teachers to get additional information from the data obtained through observation. based research found that teachers using four kinds of elicitation

techniques are asking questions (54.8%), ask questions combined with pictures (5.5%), ask questions combined with text or dialogue (38.7%), and ask a question that is combined with a non-verbal language (1%). technique of asking questions which, combined with the game or activity is not used by the teacher. Based on the research findings, it was found that asking question was recognized as the most frequently used techniques to elicit students' responses. The teachers used "asking question" technique in pre and while teaching frequently. The teachers argued that asking question were easy and effective to invite students participation. It was followed by technique " asking questions combined with using texts or dialogue. It was suggested that the teachers should be creative in applying elicitation techniques to encourage students to talk. The teacher should apply some techniques in asking questions so that the students could answer them easily. Then , they should pay attention to what, how and when questioning in elicitation should be raised in order to obtain the maximum effectiveness of this technique.

3. The third research which has carried out by Era Litawati with the title "The Effect of elicitation Techniques on teaching speaking of grade 5 of elementary school". In a globalizing world, the ability to communicate in English is becoming increasingly important. This requires more attention for teaching speaking with the aim of developing the students oral fluency. This research investigates the

effect of using elicitation techniques to grade five of elementary school students. The aim of this study is to find out whether elicitation techniques can be also be effectively used in large classroom with 35 students or more. The research was carried out within a period of 12 weeks whilst the researcher was doing a 36 day teaching practice . the subject of the study were 56 students in grade five at an elementary school in Surabaya. This quasi-experimental research was done with two randomly chosen grade 5 classes as the experimental group and control group. The students in the experimental group were taught using elicitation technique and the students control group were taught using drilling techniques. The two groups were given the same speaking test using pictures in the pre-test and post-test. Speaking recordings of 3 minutes per students were recorded by computer. The different evaluators by playing back these sounds recordings. The evaluators analyzed each sound recording based on four elements : pronunciation, Grammar, Vocabulary, and Fluency, using a rubric that was modified from David P. Harris (1969). Comparing the average scores of pre-test and post-test of both groups showed that there were significant differences in improvement with a 42% improvement for the experimental group using elicitation techniques and a 22% improvement for the control group using drilling techniques. There were substantial differences between the outcome per element. Pronunciation has improved at an almost similar level 52% for the

experimental group and 53% for the control group. For the other elements elicitation proved to be more effective with an improvement in grammar of 48% for the experimental group compared to 12% for the control group and 35% compared to 18% for vocabulary and 37% compared to 17% for fluency. The study concludes that elicitation does more than only improving the speaking proficiency moreover it creates a comfortable situation in the classroom. The students who had been taught speaking by elicitation technique were feeling more comfortable and confident in practicing English in a natural and fun way. The students concludes that elicitation techniques improve the students' speaking ability more than conventional Drilling techniques.

### **C. Conceptual Framework**

Teaching is the process of giving instruction to somebody in order to be able to do something. In teaching a subject matter, the teacher should have a technique to increase to the students' achievement on learning speaking. In this case, the researcher applies Elicitation technique. Before apply the Elicitation technique, the teacher will explain about the technique to the students.

After that, teacher will give an English newspaper article to each group, the teacher will ask each group to discuss and make a review about the issue based on it. After discussing, teacher will choose each group randomly and ask them to explain it in front of the class. During the perform, the teacher will observe students' pronunciation and vocabulary as teaching note.

#### **D. Hypothesis**

Based on the conceptual framework, the research can be formulated as followed :

Ha : There is a significant effect of applying elicitation technique on students' speaking achievement



**CHAPTER III**  
**METHOD OF RESEARCH**

**A. Location and Time**

This research was conducted at Yayasan Pendidikan Sma Harapan Mekar Medan, Jln. Marelan Raya No.77 Medan from february until march 2017. The reason for choosing this school based on the experience in teaching practice , in this school many students did not have self confidence which the students were afraid to make fault in speak English, especially in speaking skill. So, it is need to find out students' speaking achievement by Elicitation Technique.

**B. The Population and Sample**

The population of the research was the 11<sup>th</sup> grade students in Yayasan Pendidikan Sma Harapan Mekar Medan in academic year 2016/2017. There are XI IPA-1 consist of 30 students, XI IPA-2 consist of 30 students, and XI IPS 1 consist of 31 students. The total number of population were 91 students. In this research, the researcher used purposive sampling and XI IPA-1 was as the sample.

**Table 3.1**

**Population of Research**

<b>No</b>	<b>Class</b>	<b>Population</b>
<b>1</b>	<b>XI IPA 1</b>	<b>30</b>
<b>2</b>	<b>XI IPA 2</b>	<b>30</b>
<b>3</b>	<b>XI IPS 1</b>	<b>31</b>
	<b>TOTAL</b>	<b>91</b>

**Table 3.2****Sample of Research**

<b>No</b>	<b>Class</b>	<b>Sample</b>
<b>1</b>	<b>XI IPA 1</b>	<b>30</b>
	<b>Total</b>	<b>30</b>

**C. Research Design**

Experimental research was conducted in this research, it was called one group Pre-Test and Post-Test design. The pre-test was given before the treatment. The treatment in experimental group will be taught by Elicitation Technique and after the treatment, the post-test will be given in experimental group. So the result of the treatment can be known accurately, because it can compare the situation before giving treatment and after giving post-test.

**Table 3.3****Research Design :one group,pre-test, post-test design**

<b>No</b>	<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
<b>1.</b>	<b>Experimental</b>	√	<b>Elicitation Technique</b>	√

To collect the data, this study used pre-test and post-test that given to the experimental .

### 1. Pre-Test

The pre-test was conducted to experimental before the treatment. The pre-test used to know the mean scores of the experimental group before receiving treatment.

### 2. Treatment

Treatment was given after giving experimental group. The experimental group by using elicitation technique. The process of giving treatment were conducted in six meetings. Therefore ,there were eight meeting for group include pre-test and post-test.

### 3. Post Test

After the treatment had been done, experimental was given the post-test. The result of group is analyze to find out if the effect of using elicitation technique on students' achievement in speaking wether it is significant or not. The researcher was record their voice one by one. The procedures of treatment can be show on table 3.4

**Table 3.4**

**The Procedure of Treatment**

No	Experimental Group
1.	<p>Firstly, the teacher explain about the Elicitation Technique</p> <p>The students participation in a learning community and promote their cognitive development. It makes learning memorable as learners can link new and old information, and it</p>

	can help produce dynamic and stimulating ideas
2.	The teacher organized the students into groups. Each group consist of 2 students
3.	the teacher was given an English newspaper article to each group and ask them to discuss about the issues.
4.	The teacher was asked each group to present their discussion in front of the class.  The teacher was observed how the students' speak and if they make mistake in pronunciation ,the teacher try to fix it by asking other student to help.
5.	After that the students were back to their seat. Then ,the teacher was shown a picture and make a review as a individually test.

#### **D. The Instrument for Collecting Data**

The data of this research was collected by using test. The test was in the form of speaking and the students' were asked to make a dialogue in the expression of asking and giving opinion and then performed it in front of the class.

#### **E. Technique of Analyzing data**

After collecting the data from the test, the data was analyzed by following procedure :

1. Giving the score based on the criteria of measurement which involving five indicators of speaking ability. According to Brown (2007-406-

407) in scoring the students' speaking ability ,there are five components to evaluate speaking achievement namely vocabulary,comprehension,pronunciation,fluency and grammar.

**Table 3.5**

**The five Components to Evaluate Speaking Ability**

**A. Vocabulary (20)**

<b>LEVEL</b>	<b>EXPLANATION</b>
<b>16-20</b>	<b>Very good</b> : rarely has trouble
<b>11-15</b>	<b>Good</b> : sometimes used inappopriate terms about language
<b>6-10</b>	<b>Fair</b> : frequent uses wrong words speech limited to simple vocabulary
<b>1-5</b>	<b>Unsatisfactory</b> : very limited vocabulary and make the comprehension quite difficult.

**B. Comprehension (20)**

<b>LEVEL</b>	<b>EXPLANATION</b>
<b>16-20</b>	<b>Very good</b> : few noticeable errors
<b>11-15</b>	<b>Good</b> : occasionally grammatical errors which do not obscure meaning
<b>6-10</b>	<b>Fair</b> : error of the basic structure meaning occasionally obscure by grammatical errors.
<b>1-5</b>	<b>Unsatisfactory</b> : usage definitely ,unsatisfactory ,frequently needs to rephrase construction or restrict himself to basic

	structure.
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### C. Pronunciation (20)

LEVEL	EXPLANATION
16-20	<b>Very good</b> : understandable
11-15	<b>Good</b> : few noticeable
6-10	<b>Fair</b> : error of basic pronunciation
1-5	<b>Unsatisfactory</b> :hard to understand because sound, accent, pitch, difficulties, and incomprehensible.

### D. Fluency (20)

LEVEL	EXPLANATION
16-20	<b>Very good</b> : understandable
11-15	<b>Good</b> : speech is generally natural
6-10	<b>Fair</b> : some definite stumbling but manage to rephrase and continue.
1-5	<b>Unsatisfactory</b> : speed of speech and length of utterances are far below normal long pauses utterances, left unfinished.

### E. Grammar (20)

LEVEL	EXPLANATION
16-20	<b>Very good</b> : errors in grammar are quite rare

<b>11-15</b>	<b>Good</b> :control of grammar is good
<b>6-10</b>	<b>Fair</b> : construction quite accurately but does not have through or confident control of grammar.
<b>1-5</b>	<b>Unsatisfactory</b> :error in grammar frequent to speak language.

#### **F. Statistical Hypothesis**

Based on the problems of the study, the hypothesis will be formulated as the following :

**Ha** : There is a significant effect of applying elicitation technique on students' speaking achievement

**Ho** : There is no effect of applying elicitation technique on students' speaking achievement.

## CHAPTER IV

### DATA ANALYSIS AND FINDINGS

This chapter explain the data and the analysis such as the name of the students, the score of the students in pre-test and post-test of group ( the experimental class).

#### A. Data Collection

The following are the result of the pre-test and the post-test of the group. After the pre-test was done, the experimental was conducted. It was conducting in eight included the post-test.

In the first week, the researcher was administering the regulations after that would done. The researcher directly did the pre-test to class. In the next meeting, the treatment had given to the experimental class, the effect of the method of using Elicitation Technique still standard, but in the last meeting the effect of the method is significantly happened. The students feel comfortable and want to speak in English, although their pronunciation was still wrong.

The data of this study were obtained from the test score. There were two kinds of the test for experimental group, pre-test and post-test. The cummutative score of each students was based on five indicators.

- V : Vocabulary
- C : Comprehension
- P : Pronunciation
- F : Fluency
- G : Grammar



The following were students, score on the pre-test and post-test of the experimental group.

**Table 4.1**

**The score of pre-test of Experimental Group**

No.	Student's Initial	Indicators					Score
		V	C	P	F	G	
1.	AAS	12	12	10	10	12	60
2.	AKL	15	14	11	12	13	65
3.	AL	12	11	11	10	10	54
4.	AA	13	15	15	15	13	71
5.	AN	14	12	12	12	12	62
6.	AIL	17	13	14	14	14	72
7.	BS	14	10	15	15	14	68
8.	BSP	14	10	15	15	14	68
9.	CM	15	15	13	14	11	68
10.	DS	14	11	10	14	10	59
11.	DE	12	11	11	10	10	54
12.	ENW	16	15	16	15	15	77
13.	EBS	14	10	15	15	14	68
14.	FAD	14	13	15	15	10	67
15.	GK	16	15	16	15	16	77
16.	HS	15	15	13	14	11	68
17.	ISR	13	15	15	15	13	71
18.	IAN	15	10	10	10	13	58
19.	KS	14	10	15	15	14	68
20.	MAP	15	14	11	12	13	65
21.	N	14	11	11	10	11	57
22.	ND	15	10	10	10	13	58
23.	NFB	14	11	11	10	11	57
24.	NH	17	13	14	14	14	72
25.	RK	12	17	13	16	16	74
26.	RTP	12	17	13	16	16	74
27.	SS	14	11	10	14	10	59
28.	VMI	14	12	12	12	12	62
29.	W	14	13	15	15	10	67
30.	WNS	12	12	14	10	12	60
<b>Total</b>		<b>422</b>	<b>378</b>	<b>386</b>	<b>394</b>	<b>377</b>	<b>1960</b>

From table 4.1, it shown that the total scores of pre-test was 1960. The higher score of indicator of test above was vocabulary, the second was fluency, the third was pronunciation, the forth was comprehension, and the last was grammar.

**Table 4.2**

**The score of Post-test the Experimental Group**

No.	Student's Initial	Indicators					Score
		V	C	P	F	G	
1.	AAS	18	17	16	17	18	86
2.	AKL	18	18	18	19	17	88
3.	AL	16	18	16	16	16	82
4.	AA	18	18	18	19	17	88
5.	AN	17	18	16	17	16	84
6.	AIL	16	18	16	17	16	83
7.	BS	16	17	16	17	17	83
8.	BSP	16	17	16	17	17	83
9.	CM	17	18	18	19	19	91
10.	DS	16	16	18	16	16	82
11.	DE	16	18	16	16	16	82
12.	ENW	19	19	18	19	19	94
13.	EBS	16	16	16	16	16	80
14.	FAD	16	17	16	17	16	82
15.	GK	19	19	18	19	19	94
16.	HS	17	18	18	19	19	91
17.	ISR	18	18	18	19	17	88
18.	IAN	16	18	17	16	17	84
19.	KS	16	16	16	16	16	80
20.	MAP	18	18	18	19	17	88
21.	N	18	18	19	18	17	90
22.	ND	16	18	17	16	17	84
23.	NFB	18	18	19	18	17	90
24.	NH	16	18	16	17	16	83
25.	RK	19	19	18	19	19	94

26.	RTP	19	19	18	19	19	94
27.	SS	16	16	18	16	16	82
28.	VMI	17	18	16	17	16	84
29.	W	16	17	16	17	16	82
30.	WNS	18	17	16	17	18	86
<b>Total</b>		<b>512</b>	<b>530</b>	<b>512</b>	<b>524</b>	<b>502</b>	<b>2582</b>

From table 4.2, it shown that the total scores of post-test was 2582. The higher score of indicator of test above was comprehension, the second was fluency, the third was vocabulary and pronunciation, and the last was grammar.

**Table 4.3**

**The Score of Pre-test and Post-test of Experimental Group**

No	Students' Initial	Pre –test (O <sub>1</sub> )	Post-test (O <sub>2</sub> )
1.	AAS	60	86
2.	AKL	65	88
3.	AL	54	82
4.	AA	71	88
5.	AN	62	84
6.	AIL	72	83
7.	BS	68	83
8.	BSP	68	83
9.	CM	68	91
10.	DS	59	82
11.	DE	54	82
12.	ENW	77	94
13.	EBS	68	80
14.	FAD	67	82
15.	GK	77	94
16.	HS	68	91
17.	ISR	71	88
18.	IAN	58	84
19.	KS	68	80
20.	MAP	65	88
21.	N	57	90
22.	ND	58	84
23.	NFB	57	90
24.	NH	72	83
25.	RK	74	94

26.	RTP	74	94
27.	SS	59	82
28.	VMI	62	84
29.	W	67	82
30.	WNS	60	86
<b>Total score</b>		<b>1960</b>	<b>2582</b>
<b>Mean</b>		<b>65,33</b>	<b>86,06</b>

Based on the data in table 4.3 showed that the mean of Pre-test was 65.33 and the mean of Post-test was 86.06.

## B. Data Analysis

b.1. The effect of applying Elicitation Technique on the students' speaking achievement being taught by using Elicitation Technique

**Table 4.4**

### The Score of Pre-test and Post-test of Experimental Group

No.	Student' Initial	Pre-test (x)	Post-test (y)	$x^2$	$y^2$	x.y
1.	AAS	60	86	3600	7396	5160
2.	AKL	65	88	4225	7744	5720
3.	AL	54	82	2916	6724	4428
4.	AA	71	88	5041	7744	6248
5.	AN	62	84	3844	7056	5208
6.	AIL	72	83	5184	6889	5976
7.	BS	68	83	4624	6889	5644
8.	BSP	68	83	4624	6889	5644
9.	CM	68	91	4624	8281	6188
10.	DS	59	82	3481	6724	4838
11.	DE	54	82	2916	6724	4428
12.	ENW	77	94	5929	8836	7238
13.	EBS	68	80	4624	6400	5440
14.	FAD	67	82	4489	6724	5494
15.	GK	77	94	5929	8836	7238
16.	HS	68	91	4624	8281	6188
17.	ISR	71	88	5041	7744	6248
18.	IAN	58	84	3364	7056	4872
19.	KS	68	80	4624	6400	5440
20.	MAP	65	88	4225	7744	5720
21.	N	57	90	3249	8100	5130

22.	ND	58	84	3364	7056	4872
23.	NFB	57	90	3249	8100	5130
24.	NH	72	83	5184	6889	5976
25.	RK	74	94	5476	8836	6956
26.	RTP	74	94	5476	8836	6956
27.	SS	59	82	3481	6724	4838
28.	VMI	62	84	3844	7056	5208
29.	W	67	82	4489	6724	5494
30.	WNS	60	86	3600	7396	5160
<b>Total</b>		<b>1960</b>	<b>2582</b>	<b>129340</b>	<b>222798</b>	<b>169080</b>

Based on the data at the table above, finding the correlation between pre-test and post-test by using this formula

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\} - \{n\sum y^2 - (\sum y)^2\}}}$$

$$r_{xy} = \frac{(30)(169080) - (1960)(2582)}{\sqrt{(30)(129340) - (1960)^2(30)(222798) - (2582)^2}}$$

$$r_{xy} = \frac{5072400 - 5060720}{\sqrt{(3880200 - 3841600)(6683940 - 6666724)}}$$

$$r_{xy} = \frac{11680}{\sqrt{664537600}}$$

$$r_{xy} = 0.453$$

### 1. Determining T-test

After testing the correlation continued with determining T-test

$$t = \frac{r\sqrt{n-2}}{\sqrt{1 - (r_{xy})^2}}$$

$$t = \frac{0,453\sqrt{30-2}}{\sqrt{1-(0.453)^2}}$$

$$t = \frac{0.453\sqrt{28}}{\sqrt{1-(0.205)^2}}$$

$$t = \frac{0.453 (5291)}{0.795}$$

$$t = \frac{2396}{0.891}$$

$$t = 2.689$$

From the T-test above,  $t_{observe} = 2.689$ , with  $df = n-2$ . Therefore,  $30-2= 28$  and  $t_{table} = 2.048$ . if  $t_{observe} > t_{table}$ . The alternative hypothesis ( $H_a$ ) is accepted and  $2.689 > 2.048$ . There was a significant effect of applying Elicitation Technique on the students' speaking achievement.

## 2. Testing Linier Regression

$$\hat{y} = a + bx$$

In finding  $\hat{y}$  find the value of  $a$  and  $b$  with the following this formula :

$$b = \frac{n\sum xy - \sum x \sum y}{n\sum x^2 - (\sum x)^2}$$

$$b = \frac{(30)(169080) - (1960)(2582)}{(30)(12930) - (1960)^2}$$

$$b = \frac{5072400 - 5060720}{3880200 - 3841600}$$

$$b = \frac{11680}{38600}$$

$$b = 0.302$$

$$a = \frac{\sum y}{n} - b \frac{\sum x}{n}$$

$$a = \frac{2582}{30} - (0.302) \frac{1960}{30}$$

$$a = 86.06 - 19.730$$

$$a = 66.33$$

After finding the value of  $a$  and  $b$  input the value and the finding as at the following  $\hat{y} = 66.33 + 0.302x$ . It mean that each addition 1% of Elicitation Technique would be increased the students achievement in speaking in the amount 0.302%.

### 3. Calculating determination

b.2. The students' speaking achievement taught by using Elicitation Technique

$$D = ((r_{xy})^2 \times 100 \%)$$

$$D = (0.453)^2 \times 100 \%$$

$$D = (0.205) \times 100 \%$$

$$D = 20,5 \%$$

From the determination above it was know that the effect of applying elicitation technique on the students' speaking achievement was 20.5% and 79.5% from the other factors.

### C. Discussion and Finding

By consulting of the data, it is clearly stated that there was an effect of applying elicitation technique on the students' speaking achievement

Based on the testing of hypothesis, the value of  $t_{observe} = 2.689$   $> t_{table} = 2.048$ , it means that there is a significant effect of applying Elicitation Technique on the Students' Speaking Achievement. The value of the effect of using Elicitation Technique is about 20.5% and 79.5% was influenced by other factors.



## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

Elicitation model is one of the learning techniques that allow the students work in pairs. It is a learning model when the students work pairs and orally exchange the main idea from the material learning. Elicitation technique allows the students exchanging information they got from material learning orally. This learning technique is really suitable for speaking class because speaking is about sharing or exchanging idea, information or thought orally.

Based on the data analysis, conclusions were drawn as the following.

1. There was significant effect of applying elicitation technique on the students' speaking achievement. It was because the average of the student's score increased from pre-test after doing the treatment. Based on the testing of hypothesis, the value of  $t_{observe} = 2.689 > t_{table} = 2.048$ .
2. The value of the effect of using Elicitation Technique is about 20.5% and 79.5% was influenced by other factors.

#### B. Suggestions

In relation to the significant of the study, there are a few suggestions For the Headmaster, the result could increase awareness of teacher and the headmaster performance to effectively the model.

for the teacher, students, and other researcher. The suggestions for the teachers are, they are expected to apply elicitation technique as one of the way to improve their professionalism on teaching the students' need as the guidance , and they are expected to enrich their knowledge related to English teaching model so that they can find the appropriate learning technique for the students. The suggestion for the students are they have to participate more in speaking class. They are suggested to enhance their pronunciation, fluency, grammar, vocabulary, and comprehension on speaking English by practicing to speak frequently not only in the class but also outside the class. Outside the class means that they are also expected to practice speaking English on their daily life. This way they can speak more fluently and finally meet the standard based on the curriculum. The suggestion For the reader, the result will be useful in order that they can use it in teaching learning process, to make the students more interested in studying English and For the writer, who had knowledge in practicing, experiences and teaching strategy improving it in school.

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## Appendix 1

### Lesson Plan

<b>Education Level</b>	<b>: SMA/MA</b>
<b>Subject</b>	<b>: English</b>
<b>Class/ Semester</b>	<b>: XI/1</b>
<b>Academic Year</b>	<b>: 2016/2017</b>
<b>Material</b>	<b>: Asking and Giving Opinion (Speaking)</b>

**A. Standard of Competence** : 3. To express the meaning in conversation and interpersonal very simple to interact with the immediate environment.

**B. Basic Competence** : 3.1 interaction with the environment nearby involves speech acts ask and give opinion.

**C. Indicator**

3.1.1. students are able to ask for and provide opinion.

3.1.2. students are able to giving opinion.

3.1.3. students are able to dialogue about asking and giving opinion.

**D. Time Allocation**

4x45 minutes

**E. Learning purpose**

After learning activities, students are expected to :

- Decide the right expression in asking opinion
- Decide the right expression in giving opinion

**F. Learning Material**

**Asking and giving opinion**

**Asking opinion :**

- What do you think of...?
- Do you think...?
- What's your opinion about...?
- What's your idea about...?

**Giving Opinion**

- I think...

- b. I frankly think...
- c. My opinion about ... is...
- d. My idea about.... is...
- e. According to my opinion....
- f. In my view...

**Agreement to someone’s opinion**

- a. I think so.
- b. Of course

**G. Learning Method**

Elicitation Technique

**H. Learning Steps**

Activities	Description activities
<b>Opening activities</b>	<p><b>a. Opening</b></p> <ol style="list-style-type: none"> <li>1. Greeting</li> <li>2. Checking student’s attendances</li> <li>3. Motivating the students</li> </ol> <p><b>b. Apreciation</b></p> <ol style="list-style-type: none"> <li>1. The teacher describe the outline of today activities</li> <li>2. The teacher describe the importance of the material learning</li> <li>3. The teacher explain about asking and giving opinion</li> </ol>
<b>Main activities</b>	<p><b>Meeting I</b></p> <p><b>a.Exploration</b></p> <p>in exploration activities, the teacher :</p> <ol style="list-style-type: none"> <li>1. Discussing a number of specific vocabulary and structure before giving the material learning</li> <li>2. Arranging the students to work in pairs.</li> <li>3. Handing out the material learning script about ‘ asking and giving opinion ‘ to the students.</li> </ol> <p><b>b. Elaboration</b></p> <p>in elaboration activities,the teacher :</p> <ol style="list-style-type: none"> <li>1. Each group is given time to read the materials and they summarize the content of the material.</li> <li>2. Each pair will decide whom the group will be the first becoming the speaker (read the summary) and the listener (listening summary), and vice verca. Each pair is correcting their pairs’ mistake.</li> </ol> <p><b>c. Confirmation</b></p> <p>In confirmation activities,the teacher :</p> <ol style="list-style-type: none"> <li>1. After summarizing the learning material, each pair will</li> </ol>

	<p>create a dialogue using ' asking and giving opinion' expression.</p> <p><b>Meeting II</b></p> <p><b>a. Exploration</b> In exploration activities, the teacher :</p> <ol style="list-style-type: none"> <li>1. Discussing a number of specific vocabulary and structure before giving the material learning</li> <li>2. Arranging the students to work in pairs.</li> <li>3. Handing out the material learning script about ' asking and giving opinion ' to the students.</li> </ol> <p><b>b. Elaboration</b> In elaboration activities, the teacher :</p> <ol style="list-style-type: none"> <li>1. Firstly, the teacher explain about the Elicitation Technique. The teacher organized the students into groups. Each group consist of 2 students. The teacher will give an English newspaper article</li> <li>2. Each group is given time to read the materials and they summarize the content of the material.</li> <li>3. Each pair will decide whom the group will be the first becoming the speaker and the listener. Each pair is correcting their pairs' mistake.</li> </ol> <p><b>c. Confirmation</b> In conirmation activities, the teacher :</p> <ol style="list-style-type: none"> <li>1. After summarizing the learning material, each pair will create a dialogue using asking and giving opinion expression.</li> </ol>
<b>Closing activities</b>	<p>In closing activities,the teacher :</p> <ol style="list-style-type: none"> <li>1. Teacher together with the students make a conclusion about 'asking and giving opinion'</li> <li>2. Giving chances to the students for asking questions</li> <li>3. The teacher closes the class and reminds the students of the topic of next discussion</li> </ol>

## I. Media and Source

1. Script article and English Alive Senior High School grade XI

### Assessment

- a. The scoring of the students' answer by using five speaking indicators in evaluating oral test :

Indicators	Score
Vocabulary	20
Comprehension	20
Pronunciation	20

Fluency	20
Grammar	20
Total score	100

Medan , March 2017

Subject Teacher

Researcher

(Hadinata Syahputra, S.Pd)

(Suci Rahmadani )

Known by :  
Headmaster of Sma Harapan Mekar Medan

(A.Muin Tarigan,S.Pd)





2. The increasing popularity of social sites like Twitter, Facebook and LinkedIn, social networks has gained attention as the most viable communication choice for the bloggers, article writers and content creators.

3. These social networking sites have opened the opportunity for all the writers and bloggers to connect with their tech savvy clients to share your expertise and articles. Your audience will further share your articles, blog or expertise in their social circle which further enhance your networks of the followers.

4. Social networks have removed all the communication and interaction barriers, and now one can communicate his/her perception and thoughts over a variety of topics. Students and experts are able to share and communicate with like-minded people and can ask for the input and opinion on a particular topic.

5. Another positive impact of social networking sites is to unite people on a huge platform for the achievement of some specific objective. This is very important to bring the positive change in society.

## **Negative Effects of Social Media**

1. One of the negative effect of social media or network is it leads to addiction. Spending countless hours on the social sites can divert the focus and attention from a particular task. It lowers the motivational level of the people, especially of the teenagers and students. They mainly rely on technology and the internet instead of learning the practical knowledge and expertise of the everyday life.

2. Kids can be greatly affected by these social networking sites if they are allowed to use them. The reason is that sometimes people share photos on social media that contains violence and sex, which can damage the behavior of kids and teenagers. It put the negative impact on overall society as these kids and teenagers involve themselves in crime related activities.

3. Another downside of the social media is that the user shares too much information which may pose threats to them. Even with the tight security settings your personal information may leak on the social sites. Downloading your videos or pictures and copying your status is an easy task and can be done within few clicks.

### APPENDIX 3

A. Finding the correlation by formulation ( Sugiyono ,2010 :183)

$$r_{xy} = \frac{n\sum xy - (\sum x)(\sum y)}{\sqrt{\{n\sum x^2 - (\sum x)^2\} - \{n\sum y^2 - (\sum y)^2\}}}$$

In which :

$r_{xy}$  = The correlation between pre-test and post-test

$n$  = Total of sample

$\sum x$  = Total score of post test

$\sum y$  = Total scope of pre-test

$\sum xy$  = Total summary of pre-test and post-test

B. Determining T-test by formula (Sugiyono (2010 :197)

$$t = \frac{r\sqrt{n-2}}{\sqrt{1-r^2}}$$

In which :

$t$  = t-test

$n$  = total of sample

$1$  = number constanta

$r$  = correlation of product moment

C. Testing linier regression ( Sugiyono 2010:188) :

$$\hat{y} = a + bx$$

$$a = \frac{\sum y}{n} - b \frac{\sum x}{n}$$

$$b = \frac{n\sum xy - \sum x \sum y}{n\sum x^2 - b \frac{\sum x}{n}}$$

In which :

$\hat{y}$  = The prediction score

a = Constanta or if X=0

b = Regresi coefisien

X = Variable independent score

n = Total of sample

$\sum x$  = Total score of post test

$\sum y$  = Total score of pre-test

$\sum xy$  = Total summary of pre-test and post-test

#### D. Calculating Determination

$$D = ((r_{xy})^2 \times 100 \%)$$

In which :

D = determinant of the variable tendency

$r_{xy}$  = Correlation

**APPENDIX 4**

**Table 4.1**  
**The score of pre-test of Experimental Group**

No.	Student's Initial	Indicators					Score
		V	C	P	F	G	
1.	AAS	12	12	10	10	12	60
2.	AKL	15	14	11	12	13	65
3.	AL	12	11	11	10	10	54
4.	AA	13	15	15	15	13	71
5.	AN	14	12	12	12	12	62
6.	AIL	17	13	14	14	14	72
7.	BS	14	10	15	15	14	68
8.	BSP	14	10	15	15	14	68
9.	CM	15	15	13	14	11	68
10.	DS	14	11	10	14	10	59
11.	DE	12	11	11	10	10	54
12.	ENW	16	15	16	15	15	77
13.	EBS	14	10	15	15	14	68
14.	FAD	14	13	15	15	10	67
15.	GK	16	15	16	15	16	77
16.	HS	15	15	13	14	11	68
17.	ISR	13	15	15	15	13	71
18.	IAN	15	10	10	10	13	58
19.	KS	14	10	15	15	14	68
20.	MAP	15	14	11	12	13	65
21.	N	14	11	11	10	11	57
22.	ND	15	10	10	10	13	58
23.	NFB	14	11	11	10	11	57
24.	NH	17	13	14	14	14	72
25.	RK	12	17	13	16	16	74
26.	RTP	12	17	13	16	16	74
27.	SS	14	11	10	14	10	59
28.	VMI	14	12	12	12	12	62
29.	W	14	13	15	15	10	67
30.	WNS	12	12	14	10	12	60
<b>Total</b>		<b>422</b>	<b>378</b>	<b>386</b>	<b>394</b>	<b>377</b>	<b>1960</b>

**Table 4.2**  
**The score of Post-test the Experimental Group**

No.	Student's	Indicators	Score
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	<b>Initial</b>	<b>V</b>	<b>C</b>	<b>P</b>	<b>F</b>	<b>G</b>	
1.	AAS	18	17	16	17	18	86
2.	AKL	18	18	18	19	17	88
3.	AL	16	18	16	16	16	82
4.	AA	18	18	18	19	17	88
5.	AN	17	18	16	17	16	84
6.	AIL	16	18	16	17	16	83
7.	BS	16	17	16	17	17	83
8.	BSP	16	17	16	17	17	83
9.	CM	17	18	18	19	19	91
10.	DS	16	16	18	16	16	82
11.	DE	16	18	16	16	16	82
12.	ENW	19	19	18	19	19	94
13.	EBS	16	16	16	16	16	80
14.	FAD	16	17	16	17	16	82
15.	GK	19	19	18	19	19	94
16.	HS	17	18	18	19	19	91
17.	ISR	18	18	18	19	17	88
18.	IAN	16	18	17	16	17	84
19.	KS	16	16	16	16	16	80
20.	MAP	18	18	18	19	17	88
21.	N	18	18	19	18	17	90
22.	ND	16	18	17	16	17	84
23.	NFB	18	18	19	18	17	90
24.	NH	16	18	16	17	16	83
25.	RK	19	19	18	19	19	94
26.	RTP	19	19	18	19	19	94
27.	SS	16	16	18	16	16	82
28.	VMI	17	18	16	17	16	84
29.	W	16	17	16	17	16	82
30.	WNS	18	17	16	17	18	86
	<b>Total</b>	<b>512</b>	<b>530</b>	<b>512</b>	<b>524</b>	<b>502</b>	<b>2582</b>

**Table 4.3**  
**The Score of Pre-test and Post-test of Experimental Group**

<b>No</b>	<b>Students' Initial</b>	<b>Pre –test (O1)</b>	<b>Post-test (O2)</b>
1.	AAS	60	86
2.	AKL	65	88
3.	AL	54	82
4.	AA	71	88
5.	AN	62	84
6.	AIL	72	83

7.	BS	68	83
8.	BSP	68	83
9.	CM	68	91
10.	DS	59	82
11.	DE	54	82
12.	ENW	77	94
13.	EBS	68	80
14.	FAD	67	82
15.	GK	77	94
16.	HS	68	91
17.	ISR	71	88
18.	IAN	58	84
19.	KS	68	80
20.	MAP	65	88
21.	N	57	90
22.	ND	58	84
23.	NFB	57	90
24.	NH	72	83
25.	RK	74	94
26.	RTP	74	94
27.	SS	59	82
28.	VMI	62	84
29.	W	67	82
30.	WNS	60	86
<b>Total score</b>		<b>1960</b>	<b>2582</b>
<b>Mean</b>		<b>65,33</b>	<b>86,06</b>

**Table 4.4**  
**The Score of Pre-test and Post-test of Experimental Group**

No.	Student' Initial	Pre-test (x)	Post-test (y)	$x^2$	$y^2$	x.y
1.	AAS	60	86	3600	7396	5160
2.	AKL	65	88	4225	7744	5720
3.	AL	54	82	2916	6724	4428
4.	AA	71	88	5041	7744	6248
5.	AN	62	84	3844	7056	5208
6.	AIL	72	83	5184	6889	5976
7.	BS	68	83	4624	6889	5644
8.	BSP	68	83	4624	6889	5644
9.	CM	68	91	4624	8281	6188
10.	DS	59	82	3481	6724	4838
11.	DE	54	82	2916	6724	4428

<b>12.</b>	ENW	77	94	5929	8836	7238
<b>13.</b>	EBS	68	80	4624	6400	5440
<b>14.</b>	FAD	67	82	4489	6724	5494
<b>15.</b>	GK	77	94	5929	8836	7238
<b>16.</b>	HS	68	91	4624	8281	6188
<b>17.</b>	ISR	71	88	5041	7744	6248
<b>18.</b>	IAN	58	84	3364	7056	4872
<b>19.</b>	KS	68	80	4624	6400	5440
<b>20.</b>	MAP	65	88	4225	7744	5720
<b>21.</b>	N	57	90	3249	8100	5130
<b>22.</b>	ND	58	84	3364	7056	4872
<b>23.</b>	NFB	57	90	3249	8100	5130
<b>24.</b>	NH	72	83	5184	6889	5976
<b>25.</b>	RK	74	94	5476	8836	6956
<b>26.</b>	RTP	74	94	5476	8836	6956
<b>27.</b>	SS	59	82	3481	6724	4838
<b>28.</b>	VMI	62	84	3844	7056	5208
<b>29.</b>	W	67	82	4489	6724	5494
<b>30.</b>	WNS	60	86	3600	7396	5160
<b>Total</b>		<b>1960</b>	<b>2582</b>	<b>129340</b>	<b>222798</b>	<b>169080</b>