

**THE EFFECT OF ELICITATION TECHNIQUE IN TEACHING  
SPEAKING SKILL BY USING GRAPHIC MEDIA**

**SKRIPSI**

*Submitted in Partial Fulfillment of Requirements  
For the Degree of Sarjana Pendidikan (S.Pd)  
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**By:**

**DESY R. TRINATA**  
**NPM: 1502050063**



**UMSU**  
Unggul | Cerdas | Terpercaya

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

**Trinata, R,Desy. 1502050063 “The Effect of Elicitation Technique in Teaching Speaking Skill by Using Graphic Media”.Skripsi.English Education Program.Faculty of Teacher Training and Education, University of Muhammadiyah Sumatera Utara (UMSU).Medan, 2019.**

This research was focused on discussed about the effect of using elicitation technique teaching speaking skill by using graphic media. This research was an experimental research. The population was Grade XI of SMA Muhammadiyah 18 Sunggal, Medan Krio. The total number students of Grade XI was 120 students. And the sample was taken 60 students by randomly. The students were divided into two groups. The first group was control group and the second group was experimental group. The control groups was taught by using elicitation technique. The experimental group was taught by elicitation technique followed by graphic media. The data was derived from recorded the voices of students one by one when performed in front of the class. This technique is expected to help students to speak and communicate in the class and convey comments or suggestions.

Keywords: speaking, elicitation technique, graphic media

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**The Researcher**

**Desy R. Trinata**

**1502050063**

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

English has become the main communication language when traveling in various countries. In this era of globalization which is increasing in technology and information, English is very important for our lives, because it covers many fields of activity such as transportation, school, sports, international relations, and others. Almost all activities require skills in English, especially in speaking skills. Therefore we need adequate knowledge, especially in English, to interact directly or in writing in communication. So English is one language that must be studied and understood in order to be able to keep abreast of developments and progress every year.

In Indonesia, English is one of the foreign languages that is quite often spoken by a group of people like in big cities. They mix their language with Indonesian and English when they have dialogue with family or friends. English has been introduced in every school in Indonesia, and even made it one of the compulsory subjects and was introduced from elementary school, junior high school and so on. Many parents in Indonesia have taught English to their children since toddlers with mix their language too, aiming to communicate with new languages early so that the child can become proficient quickly

In the school environment, each student will get compulsory subjects that must be followed such as English. In English subjects, there are four skills that

must be mastered by students, namely listening, speaking, reading, and writing. The four skills are very important to be mastered and be achieved by students, especially in speaking skills. Students must know how to express thoughts, opinions, feelings, and ideas through language to the teacher or friends in the school environment during the learning process or afterwards. Thus the role of the teacher is very important in helping students to be able to achieve these four skill.

Ladouse (2003) defines that "Speaking is described as an activity where the ability to express themselves in situations, or activities to report actions, or situations with the right words or the ability to communicate or express the sequence of ideas smoothly". Researchers claims that speaking is about an activity that is being carried out, about what is seen, thought, what is felt, and the feelings that people want to know, it can be done or done by communicating and interacting with others. For this reason a person's ability to speak is important because by speaking the person can convey one message or information to the listener.

Speaking is the process of interaction between two or more individuals who communicate with each other. In communicating there is someone who is a speaker, and someone or more who becomes a listener. The purpose of talking is to convey messages or information to listeners. Students in schools generally find it difficult to speak English, because they assume that English is not an important language for communication. Students assume that English is a foreign language that is not too important to be understood more deeply. In addition, other factors

that make it difficult for students to speak are the lack of vocabulary that students have and a large sense of afraid is also one of the reasons.

Brown (2001) defines that “When a person can speak the language it means that he can have competent conversations”. This shows that a person's ability or success in speaking depends on how the person can have a good conversation. Where there is a response from the listener to the speaker about the message or information conveyed by the speaker. Thus, students are required to be able to be able to interact with people around them. Because the success of interacting with someone else is a student's success in speaking ability. But in this case, students' speaking ability is required to be able to use English in achieving a message or opinion.

In general, the problem that is often found in students about their difficulties in speaking English is their initial language makes it difficult for them to use foreign languages. Second, about the low motivation of students to practice a second language in everyday conversation. Third, students feel shy and afraid to take part in the conversation. Students think that if say a word wrong, they will be laughed at in class.. This concludes that there must be techniques that can encourage and motivate students to appear more and be active in English, especially in speaking skills.

To be able to collect data about the ability of students to speak can use an Elicitation technique. This technique can help the teacher in collecting student data about speaking skill in English. The technique consists of several test options that can be used by the teacher to be acted in the classroom when the learning

process takes place. In applying Elicitation Technique, of course the media that are very important in producing the students' imagination in thinking and then is easy to convey when speaking. Here the media used is graphic media.

### **B. The Identification of the Study**

Based on the background of the problem described above, it can be identified as follows:

1. The students difficult to express their ideas in English
2. The student motivation is low in learning speaking English

### **C. The Scope of the Study**

The scope of this study is about an experimental research that is focus on teaching speaking and the limitation is main of focused on teaching describing something through in Graphic media.

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

The problems in this study are formulated in the following questions:

1. Is there any significant effect of elicitation technique in teaching speaking skill?
2. What are the difficulties of using graphic media on teaching speaking skill?



### **E. The Objectives of the Study**

The objectives of this study can be described based on the statement above that can be stated as follows:

1. To find out the significant effect of Elicitation Technique in teaching speaking skill.
2. To find out the students' difficulties of using graphic media on teaching speaking skill.

### **F. The Significance of The Study**

The significance of the problems can be applied theoretically and practically.

#### **1. Theoretically**

The result of the study give the information in acquiring English; this study also informs the readers that there are many ways that students can manage to obtain the speaking skill.

#### **2. Practically**

- a. Teachers: To help in conveying the material.
- b. Students: Able to increase their achievement in speaking skill.
- c. Researchers: It is can be as a reference in conducting the research.

## **CHAPTER II**

### **REVIEW OF LITERATURE**

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

##### **2.1 Definition of Speaking**

Newton (2009) defines that "Speaking is a language skill that is preceded by listening skills, with over time eating will grow the ability to speak and interact with others". He added that speaking is closely related to vocabulary, which is more and more learning to start a conversation, the more vocabulary that will be owned. From listening and reading students will always find a new word that has never been heard or read, then from there it will continue to grow new vocabulary. Then students will try to speak using the new vocabulary, and the students' ability to speak will continue to grow day by day over time.

Talking and listening has a close relationship where a word spoken by a child comes from what stimulus they hear every day. In pronunciation, children will usually imitate based on what has been recorded in the brain and then from there speaking skills grow and develop. The words chosen and the level of intonation spoken by the child come from the closest environment, namely home and environment. Then the language that must be used by parents must be a good language, because the child will record what he is with and then reveal it again.

Mulgrave (2005) argues that "Speaking is a way for communicating by speaking words to express, express, convey thoughts, ideas, and feelings according to what humans see and hear". He also added that speaking was to

convey an idea according to the needs of the listener. By speaking, humans can convey information that they want to convey or get information to people around. Because speaking provides a new interaction by producing a new vocabulary also by recording what is being said. So a person's skill level in speaking can be seen from how the person presents an idea in front of a crowd. From there it can be assessed how the choice of vocabulary used by the speaker when addressing an idea.

Nurgiantoro (2011) claims that speaking is the second language activity done by a human after listening. Speaking refers to the ability to say words (sound articulation) that are expressed to convey ideas or thoughts. Anderson and Bachman (2009:1) argues that speaking skill is an important part of the curriculum in language teaching, and this makes them an important object of assessment as well. Speaking skills are difficult to develop if they are not trained continuously and can be done with colleagues in the classroom.

In daily life peoples communicate with many people to discuss things, convey information or messages, or even just greet someone even if they say "hi" or "hello". From simple words that are forgotten can cause a response that causes a conversation to be longer and communication that occurs continues to produce an opinions, views, and responses. Communication can be interwoven well and becomes more interesting if there is a response from listeners who provide a response to what is conveyed by the speaker. If the listener only responds with body language such as just nodding or smiling, the possibility of a conversation will not last long and can only be limited to that.

### **2.1.1 Student's Speaking Achievement**

Sari (2012) claims that “In the learning process a student who wants to express himself to an ability that is possessed of course students must show it actively and creatively while in the classroom”. Through the activeness of students in speaking who give responses and opinions on a material or a problem that is being solved, the teacher can assess that the abilities and talents of the student must continue to be developed and motivated. To be able to perform speaking in a classroom filled with other students, having a strong mentality and high self-confidence is also a powerful weapon to continue to hone their abilities.

Student achievement is also not enough just to be able to speak and appear in class, a student must have the ability to answer questions that are addressed both in a concise and precise manner or by explaining it in length. In this case the ability to write is also tested to see the abilities that exist within students. Based on the explanation above, it can be concluded that the ability of students to speak is the ability of someone to interact in a school. Because with the ability of a student to interact in the school environment, students certainly can have good conversations with people around them. From the conversations that occur, the students' speaking ability, the increasing and learning of English done positively affects students' ability to speak.

### **2.1.2 The Function of Speaking Skill**

The ability of a person to be able to speak in English is a success achieved by one of them doing a conversation that starts with discussing simple things,

from simple things discussed later to generating comments and responses, then the topic discussed will be longer too. From there, the use of English will be used more often and long and it will make someone continue to practice the ability to speak. In speaking, of course students have goals to be conveyed to others or just to discuss simple things.

Tarigan (2017) claims that "Humans as social beings who need to interact with the surrounding environment as well as to share stories about the journey of life that has been passed, give advice and responses to a problem that is being faced, and appreciate a positive thing that has been done by the environment or still to yourself ". He also added that a good interaction requires good communication as well, which is a good and easily understood person's ability to produce good interactions.

Tarigan (2017) divides that "There are some functions of speaking". There are:

### **1. Speaking as Interaction**

People need other people to do an activity, where humans cannot live without the help of others". For that humans must be able to interact with the people around them, because by interacting humans can recognize each other, know about someone's life, and share stories. By interacting, people will do an action and with body movements and be supported by joining in with life around their environment.

## **2. Speaking as Communication**

Communication is an action carried out by someone with another person or a group with another group to discuss something or just give advice and comments". By communicating, people who are initially not close can become close. This is because there is a good success when communicating, so what is conveyed by the speaker has the right connection with what is desired by the listener, so the conversation between the two people is in line and in line. Having a good way of communicating can establish a good interaction too, for example when exchanging opinions, ideas, feelings, desires. These are the things that make a good mental and emotional relationship between the speaker and the listener.

## **3. Speaking as Art**

Speaking as art means the emphasis and application that is used as a communication tool in interacting with other people who will get a response". For example when speaking in front of many people, of course some of those who listen will respond to what has been explained. Where a word has an understanding of meaning that not everyone knows and will get a response to the meaning of the meaning of the word.

## **4. Speaking as Knowledge**

Speaking is a science in which a science that is heard can be conveyed again by speaking. Knowledge of a person about can be useful to produce success in speaking. Speaking not only in public, through communication tools such as

smart phones also requires a good ability to communicate so as to produce a useful conversation. For this reason, a person's ability to speak must continue to be developed and applied in daily life.

### **2.1.3 Assessment of Speaking**

Huba (2000:102) defines that assessment is the process of gathering or unite information from multiple and diverse data sources in order to develop a deep understanding or skill of what students know to understand and can do with knowledge and ability in their educational experiences. This assessment refers to when students respond to question, offers a comment, or tries out a new word or structure, this is where the role of the teacher makes an assessment of student performance.

The goal of classroom assessment is to improve student process learning. Brown (2004:171-173) claims there are five categories of speaking assessment adapted from FSI proficiency rating, namely: content, vocabulary, comprehension, fluency, pronunciation. He explains the five aspects have different weight in scoring.

#### **a. Content**

In content, speaker is concerned with the text organization which consists of abstract, orientation, evaluation, complication, resolution and coda.

#### **b. Vocabulary**

In speaking, it is a must for the speaker to choose and use words appropriately in order that the listener will not be confuse about what they

heard. Absolutely, the choice of the words, phrases and idioms should be effective.

c. Comprehension

A speaker is expected able to demonstrate the whole of story. It includes understanding that each paragraph contains a topic sentence and that all other sentences in the paragraph related to those sentences. The speaker must exclude everything that is irrelevant to main idea to reach excellent level of comprehension of speaking.

d. Fluency

It is concerned with how good the speaker are keeping talking at the speed and how good they are at connecting their ideas together.

e. Pronunciation

It is one of important components to be considered by the speaker who should be concerned with the production of word, the appropriate linking of words, the use of stress, intonation and so on.

#### **2.1.4 Classroom Speaking Activities**

Speaking class is expected to be not monotonous in order that the students can enjoy learning comfortably. There are some classroom activities as follows:

a. Acting from a script

In this activity, students are asked to act out scenes from script and play from play or their course books. There are two kinds of acting from a script namely play scripts; students should consider it as real acting and



the teacher as if he was a theatre director and acting out dialog; students come out to the front of the class to play a role based on the dialog which has been written by them.

b. Communication games

The teacher can use games to improve students speaking ability. Lots of games that are used for learning in speaking It can help teachers to create a class that pleases and motivates students.

c. Discussion

The discussion failed because one reason was that students were reluctant to give an opinion in front of the whole class, they cannot think of something to say and they do not confident of the language procedure they might use to say it. At this stage, the students are divided into some groups. Then the teacher can provide a topic and directives to be discussed by students as unplanned or planned discussion. So students can think of ideas discussed.

d. Prepared Talks

For this activity, students find their own partner and make a presentation on a topic of their own choice. Such talks are not designed for informal spontaneous conversation, because they have prepared it.

e. Questionnaires

Questionnaires are very useful because, by being pre-planned, they ensure that both questioner and respondent have something to say to each other. Students can make questionnaires on any topic that is appropriate. As they

do so the teacher can act as a resource, helping them in the learning process. The results obtained from questionnaires can then form the basis for discussions, written work, or prepared talks.

f. Simulation and RolePlay

Many students derive great benefit from simulation and role play. Students simulate a real life encounter (such as a business meeting and interview) as if they were doing in a real life.

According to Ken Jones (1982), simulation have the following characteristics:

- 1) Reality of function: the students must not think of themselves as students, but as real participants in the situation.
- 2) A simulated environment : : In simulated environment, the teacher says that the classroom is an airport check in area, for example
- 3) Structure: the students must see how the activity is constructed and student be given the necessary information to carry out the simulation effectively.

## **2.2 Definition of Teaching**

Ryburn (2000) conveys that "Teaching is a relationship and a interaction between teacher and students to build an inspiration with all the knowledge that the students have". He further that teaching learning process in the presence of teachers in the classroom can control all the activities of the learning process carried out. By teaching means the teacher provides a material for learning material to be discussed. But not entirely the teacher who delivered the material,

here the teacher must also involve students by asking for suggestions and comments on a material discussed. The response conveyed by students depends on the understanding they have of the material being delivered.

### **2.3 Definition of Learning**

Hall (2011) defines that “Learning is a process or way of learning by interacting between teachers and students to develop the level of creativity of students to be more active in the teaching and learning process, and with learning, a teacher must be able to provide a good example for students to have good behavior and manners and make students' self-confidence increase”. Through learning it is expected that a teacher can educate students by providing useful knowledge and knowledge that can be developed and applied in everyday life.

### **2.4 Elicitation Technique**

Haeruddin (2009) argues that "this is a technique for collecting data about someone's knowledge or information". He also added that a teacher could use this technique to determine the level of ability of students to speak English. This technique is very appropriate for use in the classroom when the learning process takes place which can help make students more active and creative when the teaching and learning process takes place. That way there will be a positive impact obtained especially in students' speaking abilities. Because this technique has a big influence in developing students' ability to speak.

Hamer (2001) divides that "There are nine classroom speaking activities, they are discussions, conversations, oral reports, role-play, interviews, questions and asking, using a picture story, giving descriptions / explanations, and retelling stories. Based on the nine activity above only three of them will be used. They are conversations, interviews, and giving explanations.

### **1. Conversation**

Blanchot (2003) conveys that "Interaction between two people to discuss an interesting topic is a conversation". Where everyone expresses their opinions and ideas according to what is being discussed. In speaking, an information that is conveyed must be interesting and can give rise to a response from the listener.

### **2. Interview**

William (2009) claims that "This is a situation where someone will ask questions to others for suggested for a meeting of two people to get information about each other". In this method, the interviewer will try to ask some questions based on the media that will be provided. In this research the student will asks some questions to another students based on the Graphic Media.

### **3. Giving Explanations**

Gordon (2008) argues that "An ability to be able to provide an explanation using the sense of sight based on the media displayed". Then present it in front of the class according to ideas and opinions based on the assessment of the media. In this research, the student will give a short explanation to their friends in the class based on the media.

### **2.4.1 The Purposes of Elicitation Technique**

Haeruddin (2000) conveys that “The Elicitation technique aims to help the teacher when the teaching and learning process takes place, where with this technique the teacher can easily get and collect about the level of ability of the data of each student in the class”. Elicitation technique also helps students to develop an ability within themselves especially if this technique is applied with the help of a media to make it easier for students to appreciate this technique. This technique is very appropriate when applied to improve the speaking skills of students because this technique can be done with several methods that can be chosen according to ability.

### **2.4.2 The Advantages of Elicitation Technique**

Edge (2000) divides that “There are some advantages of using Elicitation Technique in teaching speaking skill in the classroom”. There are:

#### **1. Elicitation Enables Students to Participate Fully in all States of Material Presentation**

Elicitation techniques have a very positive impact on student achievement, especially in speaking ability, in the application when the teaching-learning process of course the students' ability to speak will also increase and increase then students will become more active when the presentation process takes place because the student has the ability to speak who have been trained when implementing Elicitation Technique”.

## **2. Elicitation Increase Students Motivation**

When attacking the teacher successfully implements Elicitation Technique in the class, there will be an impact on students, namely an ability that is within the student can be developed through the technique. As well as from the application of the technique, students will be motivated that it turns out he has a talent that might have been afraid to do.

## **3. Elicitation Can Provide Students with More Time to Talk**

Elicitation technique is a technique to collect data about students' speaking skill through several methods such as interviews, conversations, questions and answer, giving explanations, and etc. This technique will also be more interesting if supported by using media, which there are time to talk and convey an opinion and ideas based on the media displayed, where the media contains many characteristics that can be used as material for speaking skill student increases.

## **4. Elicitation Makes Students More Confident**

With the help of Elicitation Technique, it will make students more confident, because often practice using this technique, the students' ability to speak will also continue to increase. Therefore this technique has several ways and methods that are easy to implement. Moreover, supported by the right media, this technique will make the level of student confidence in speaking easier because basically English is not difficult if you already know how to apply it.

### **2.4.3. The Disadvantages of Elicitation Technique**

Edge (2001) claims that “There are some disadvantages of using elicitation technique in teaching speaking skill in the classroom”. There are:

#### **1. Elicitation Can be Time Consuming**

To be able to develop this technique, students must have a large number of vocabulary, for example discussing an image from the media provided by the teacher which aims to facilitate students thinking. If the student has a little vocabulary, the students will get difficulties and it will take a long time for students to think.

#### **2. Elicitation Doesn't Always Lead to More TTT (Teacher Talking Time)**

In learning students will be required to be more active during the learning process, where students must be able to think and develop an idea to make a sentence and then develop it to be described in front of the class. So the teacher is only to supervise students, assess the results of the pronunciation, and doesn't talk to much.

#### **3. Elicitation Can Meet with Silence**

This technique can make students stop like running out of words. This is caused by the lack of vocabulary students have so that it makes the atmosphere quiet. For example, students must be able to describe an image that has been provided by the teacher. When conveying ideas, the student is confused especially what must be revealed and does not know how to convey in English.

#### **4. The language of Expertise is not Like Normal Conversation**

This technique can be carried out by some methods. Therefore this technique will produce conversations that are slightly different from the general people communicating. Students only focus on using formal language which unlike in daily life, the language used like in formal events or situations.

### **2.5 Media**

Daryanto (2010) claims that “media is a tool and material used in learning activities”. When the learning process, the teacher will transfer a knowledge to students and it is expected that students can easily find out and understand what is conveyed by students. Therefore, with help of a media, where the media can make a learning material easier to understand after the explanation delivered by the teacher.

#### **2.5.1 The Benefits of Media**

1. To clarify the message conveyed by the teacher so as not to be too verbal
2. To overcome the limitations of space, energy, and sense power
3. To generate enthusiasm for learning
4. To make students more independent when learning based on their talents and abilities
5. To generate the same experience and the same perception between each student



## **2.5.2 Kinds of Graphic Media**

### **1. Poster Media**

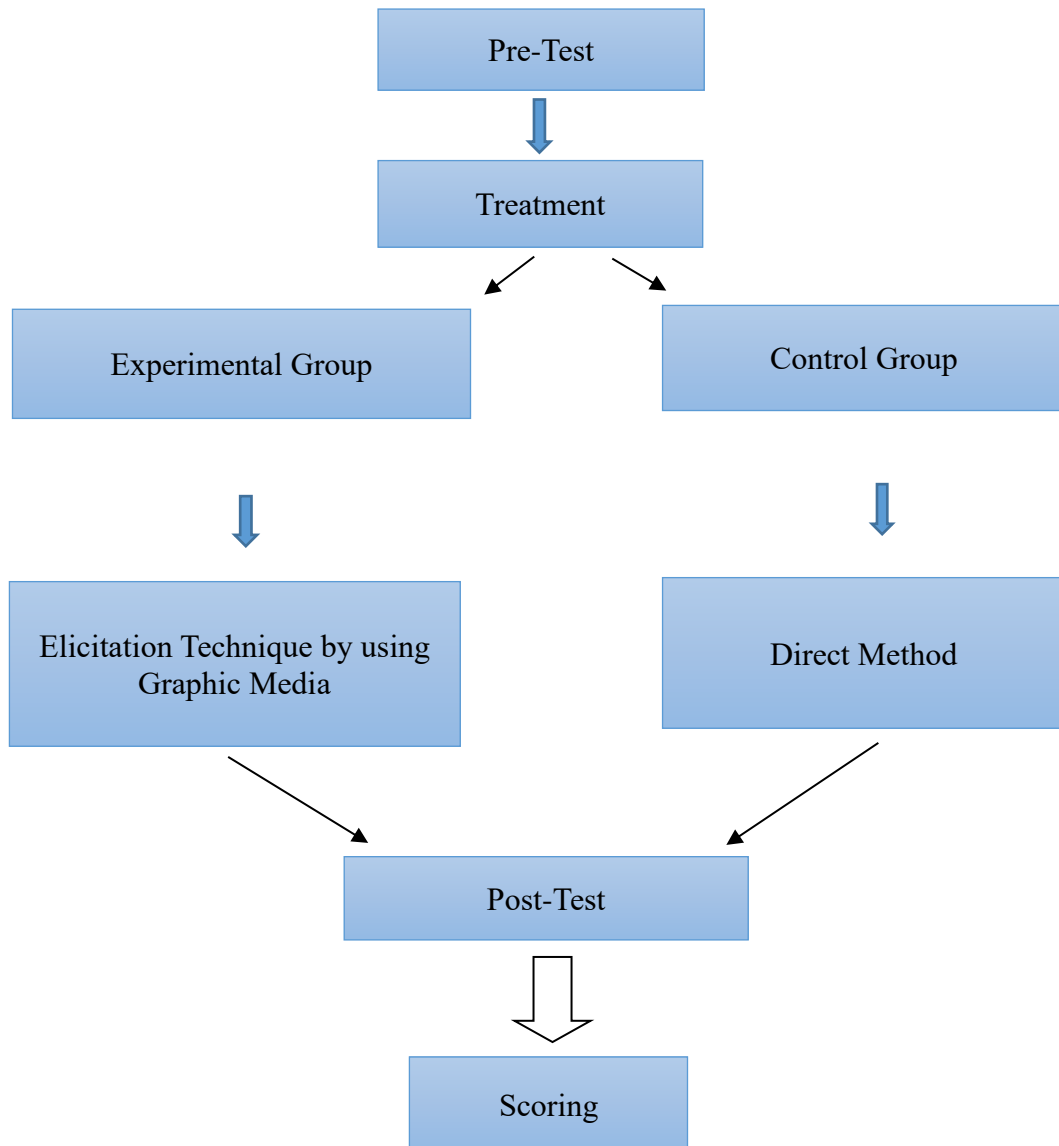
Daryanto (2010) conveys that “Poster media is one of the strength that the graphic media seems to have, where the media poster is strong in delivering message through the pictures that are on the poster”. The poster media can influence by behavior, attitudes, values of society, which aims to change towards something better.

### **2. Comics Media**

Daryanto (2010) argues that “Media comics is a medium that is closely related to cartoons”. This media applies a story that reveals the character of the character in the comic. It is showed that a child’s ability to read will continues to the mastery of vocabulary is far more than those who do not like to read comis.

### **3. Chart Media**

Daryanto (2010) claims that “Chart media are a combination of graphic media, images, and photos that are designed to clarify logically and regulary based on facts and ideas. This media present a learning mssage with the aim of simplifying a material so that students can understand the material easily

**B. Conceptual Framework**

### **C. Previous Relevant Study**

In this study, previously there have been several research findings found that relate to the title. The first study was titled "A study on Elicitation Techniques to Improve Speaking Skills by Gyan Gautamc (2015.) The researcher claims that the technique used to improve students' speaking ability was to use Elicitation Technique. The technique was measured on a scale of increasing predictability of response from the least controlled to the most controlled, this technique can be done by discussing, speaking, giving instructions, and interviewing.

In the second study entitled "The Effectiveness of Positive Feedback in Teaching Speaking Skills by Arief Mushin (2016)" the researchers stated that in this study they made questions which were intended to produce responses from students. From the results of the responses and perceptions shown by students, it shows that the feedback obtained from teaching activities in speaking ability. not all students have the correct speaking results, but from the mistakes obtained by the researcher can correct the mistakes made by students.

Based on two research results which describe the existence of a relationship with the research that is being conducted. Where the aim is to find out students' speaking ability by giving an instruction that is easy to understand by students. And there are steps to gather students' abilities which can then be known and then improved to be better.

#### **D. Hypothesis**

A hypothesis is needed to show the researches thinking and expectation about what outcomes of the research will be. Based on the explanation of the conceptual framework, the hypothesis of this research can be formulated as:

Ha: There is significant effect of applying elicitation technique in teaching speaking skills by using graphic media.

## CHAPTER III

### RESEARCH METHODOLOGY

#### A. Location and Time

This research was conducted at SMA Muhammadiyah 18 at Sunggal on Jalan Sei Mencirim No.60, Kecamatan Sunggal, Kabupaten Deli Serdang, Medan Krio, North Sumatera at academic year of 2018/2019. Eleventh grade in senior high school.

#### B. Population and Sample

##### 1. Population

The population in this research was the Eleventh grade of SMA Muhammadiyah 18 at Sunggal on Jalan Sei Mencirim No.60 Kecamatan Sunggal North Sumatera. There was 4 parallel classes, each class consists of 30 students. The total number of the students was 120 students.

**Table 3.1**  
**Population of Research**

No	Class	Population
1	XI IPA – 1	30
2	XI IPA – 2	30
3	XI IPS – 1	30
4	XI IPS – 2	30
<b>Total</b>		<b>120</b>

## 2. Sample

The sample in this research are XI IPA-1 and XI IPA-2 which consisted of 30 students. The sample divided into two groups namely experimental and control class in randomly.

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

No	Class	Sample
1	XI IPA 1	30
2	XI IPA 2	30
<b>Total</b>		<b>60</b>

## C. Research Design

This research was conducted through an experimental research in two groups. Both are Experimental and control group. The method that applied was quantitative research. The experimental class was taught by using elicitation technique with graphic media and the control class was taught by using direct method. The design would be figured out as follows:

**Table 3.3**  
**The Research Design**

Class	Treatment		
<b>Experimental</b>	Pre-test	Using Elicitation Technique with Graphic Media	Post-test
<b>Control</b>	Pre-test	Using Elicitation Technique without Graphic Media	Post-test

There are three procedures in doing by the researcher, namely: pre-test, treatment and post-test:

### 1. Pre-test

The pre-test was gave out to experimental and control group before the treatment. The pre-test used to know the mean scores of experimental group and control group before receiving treatment.

### 2. Treatment

The treatment was gave after giving to both experimental group and control class. The experimental class was taught by using Elicitation Technique and the control was taught by using direct method. Post-test was given to both classes after teaching and treatment.

**Table 3.4**  
**Treatments in Experimental Group**

<b>Researcher's Activities</b>	<b>Students' Activities</b>
1. The researcher entered the classroom by greeting students	Students gave responded to the researcher
2. The researcher explained about elicitation technique	Students keep silent and listen the explanation.
3. Explained what graphic media was what will be part of the learning media.	Students look at the graphic media
4. Created an example from Elicitation technique using graphic media	Students tried to understand the example
5. Provided a session of time to students to ask if something was not	Some of students ask about the elicitation technique

clear.	
6. The researcher asked the students to complete the test in 5 minutes by using graphic media	Students prepared they self to come in front of the class
7. The researcher was recorded based on the students conveyed with mobile phones and give the assessment.	Students made a simple explanations based on the graphic media
8. Gave applause and approval response	Students gave applause

**Table 3.5**

**Treatment for Control Group**

<b>Researcher's Activities</b>	<b>Students' Activities</b>
1. The researcher entered the classroom by greeting students	Students gave responded to the researcher
2. The researcher explained about elicitation technique	Students keep silent and listen the expalnation.
3. Created an example from Elicitation technique without using graphic media	Students tried to understand the example
4. 5. Provided a session of time to students to ask if something was not clear	Some of students asked about the elicitation technique
5. The researcher asked the students to complete the test in 5 minutes	Students prepared they self to come in front of the class
6. The researcher was recorded based on the students conveyed with mobile phones and give the	Students made a simple explanations by their own



assessment	
7. Gave applause and approval response	Students gave applause

### **3. Post-test**

After the treatment, both experimental and control class was given the post-test. The result of both class was analyzed to find out if the effect of Elicitation Technique on students' achievement in speaking whether it was significant or not. The researcher was recorded their voices one by one.

#### **D. Instrument of Research**

This instrument for collecting the data in this research was used describing test. In collect data, pre-test and post-test conduct in both, experimental and control group. The students was given the graphic media to make some sentences.

#### **E. Technique of Collecting the Data**

The data of this research was collected by using oral test. To collect the data, the researcher was used the following steps:

1. Giving pre test to experimental and control group.
2. Giving the treatment to experimental group by using Elicitation Technique .
3. Giving the treatment to control group with Direct Method.
4. Giving post-test to both groups.
5. Scoring the students' answer on the two group.

Based on the indicators of speaking achievement above, the collection data of this study can be described through:

### Scoring the Test

In scoring the test, there was five indicators that will assessed in this research are content, vocabulary, comprehension, fluency, pronunciation and each of them has a distinct assessment to do. The details of assessment components will be explained below:

**Table 3.6**  
**Rubrics of Scoring Speaking Test**

<b>Aspect</b>	<b>Percentage</b>	<b>Score</b>	<b>Grade</b>	<b>Max Score</b>
<b>Content</b>	15%	15-13	Excellent to very good	15
		12-10	Good to average	
		9-7	Fair to poor	
		6-4	Very poor	
<b>Vocabulary</b>	20%	20-18	Excellent to very good	20
		17-14	Good to average	
		13-10	Fair to poor	
		9-7	Very poor	
<b>Comprehension</b>	20%	20-18	Excellent to very good	20
		17-14	Good to average	
		13-10	Fair to poor	
		9-7	Very poor	
<b>Fluency</b>	20%	20-18	Excellent to very good	20
		17-14	Good to average	
		13-10	Fair to poor	
		9-7	Very poor	
<b>Pronunciation</b>	25%	25-22	Excellent to very good	25

		21-19	Good to average	
		17-11	Fair to poor	
		10-5	Very poor	
<b>Total Score</b>				<b>100</b>

### F. Technique of Analyzing the Data

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

1. Listing the scores of Pre-test and Post-test in in the table.
2. Measuring Mean and Standard Deviation.

#### a. Mean Score :

$$\bar{X} = \frac{\sum Xi}{n}$$

Note:  $\bar{X}$  = Mean

$\sum Xi$  = The total of students value

$n$  = The number of Students

#### b. Standard Deviation by Formula :

$$S_1 = \sqrt{\frac{n(\sum X_1^2) - (\sum X_1)^2}{n_1(n_1 - 1)}}$$

3. Testing the Normality and Homogeneity.

### a. Normality Test

Normality test in the case was used to determine whether the distribution of post-test scores derived from the population was normally distributed or not.

It was conducted either in experimental group and control group  $L = f = (Z1)-S(Zi) - \text{if, } L_o < L_t$  , the data is the formnormal distributed population, if  $L_o > L_i$  , the data is not for normal distributed population.

### b. Homogeneity Test

Homogeneity test conducted in order to test the variance homogeneity test of post-test score both groups derived from normally distributed populations.

$$F_o = \frac{s_1^2}{s_2^2} \longrightarrow \text{if } F_o < F_t, \text{ So the data is Pooled Variant (Homogeny)}$$

*if*  $F_o < F_t$ , So the data is Separated Variants (heterogenic)

4. Measuring the correlation of both variable by using Pearson Product Moment Formula.

a. Calculating Correlation Product Moment Between  $X_1$  and  $X_2$

$$r_{x_1x_2} = \frac{n\sum x_1.x_2 - \sum x_1.\sum x_2}{\sqrt{\{n\sum X_1^2 - (\sum X_1)^2\} \{n\sum X_2^2 - (\sum X_2)^2\}}}$$

## 5. Testing the Hypothesis Test Formula of Sugiyono

### a. Coefficient r

$$R_{xy} = \frac{n\sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n\sum x_i^2 - (\sum x_i)^2\} \{n\sum y_i^2 - (\sum y_i)^2\}}} \quad (\text{Sugiyono, 2010})$$

### b. Testing Hypothesis

$$SD_x = \sqrt{\sum \frac{x^2}{n-1}}$$

$$SE_{mx} = \frac{SD_x}{\sqrt{n-1}}$$

$$SD_y = \sqrt{\sum \frac{y^2}{n-1}}$$

$$SE_{my} = \frac{SD_y}{\sqrt{n-1}}$$

$$SE_{mx - my} = \sqrt{SE_{mx}^2} + \sqrt{SE_{my}^2}$$

$$t_0 = \frac{M_y - M_x}{SE_{mx - my}}$$

## CHAPTER IV

### DATA AND DATA ANALYSIS

#### A. Data

The data was derived from the result of sample's speaking test. The data was divided into two groups namely experimental and control group. Both experimental and control group was given speaking test on the pre-test and post-test by using Elicitation Technique. And the scored was obtained. For the data in the control group was showed that the lowest scored of pre-test was 60 and the highest scored was 75, and for the post-test was 70 and the highest was 85. The data showed that in experimental group the lowest scored of pre-test was 65 and the highest scored was 75, and for the post-test was 80 and the highest was 90.

**TABLE 4.1**

**The Result Pre-Test and Post-Test of the Control Group**

No	Student's Initial	Pre-Test	Post-Test
1	APP	60	70
2	AWF	60	75
3	DP	70	75
4	ES	70	80
5	FNR	65	75
6	ISP	70	80
7	KN	75	85
8	LAD	70	80
9	MHA	60	70
10	MH	60	75
11	MM	75	80
12	MEP	65	75
13	MA	70	85
14	MKA	65	70
15	MRF	65	75

16	NA	70	85
17	NAF	60	70
18	PR	70	75
19	RNI	75	80
20	RAS	60	70
21	SM	60	75
22	SP	75	85
23	UNI	70	80
24	YK	70	75
25	YM	65	75
26	YRY	60	70
27	ZDN	70	80
28	ZA	75	85
29	ZAB	65	75
30	ZAM	75	80
	<b>Total</b>	<b>2020</b>	<b>2310</b>

Based on the data in the table for control group, the data showed that the lowest score when pre-test was 60 and the highest score was 75. There are 8 students who was got score 60. And 6 students who was got score 75. For post-test, the lowest score was 70 and the highest score was 85. There are 6 students who was got score 70. And 5 students who was got score 85.

**TABLE 4.2**

**The Result Pre-Test and Post-Test of the Experimental Group**

No	Student's Initial	Pre-Test	Post-Test
1	AAP	70	80
2	ADC	70	80
3	ANP	70	85
4	AS	75	90
5	BK	65	80
6	BAP	70	85
7	CHS	75	80
8	CN	65	80

<b>9</b>	DAL	70	85
<b>10</b>	DYA	65	80
<b>11</b>	GA	70	85
<b>12</b>	GSP	75	90
<b>13</b>	HM	70	80
<b>14</b>	HMG	65	80
<b>15</b>	IC	75	85
<b>16</b>	IKP	65	80
<b>17</b>	KA	65	80
<b>18</b>	LG	75	85
<b>19</b>	MAL	70	90
<b>20</b>	MBP	70	80
<b>21</b>	MZ	65	80
<b>22</b>	NA	65	85
<b>23</b>	NAL	75	85
<b>24</b>	RA	75	90
<b>25</b>	RAS	70	80
<b>26</b>	SUL	70	85
<b>27</b>	WP	65	80
<b>28</b>	WZN	70	80
<b>29</b>	ZM	75	90
<b>30</b>	ZYL	70	80
	<b>Total</b>	<b>2095</b>	<b>2495</b>

Based on the data in the table for experimental group, the data showed that the lowest score when pre-test was 65 and the highest score was 75. There are 9 students who was got score 65. And 8 students who was got score 75. For post-test, the lowest score was 80 and the highest score was 90. There are 16 students who was got score 80. And 5 students who was got score 90.



## B. The Data Analysis

Based the data analysis from the test, the score was analyzed in order that differences of pre-test of Control Group.

**TABLE 4.3**

**The Differences Scores Pre-Test and Post-Test in Control Group**

No	Students Initial	T <sub>1</sub>	T <sub>2</sub>	d	d <sub>2</sub>
1	APP	60	70	10	100
2	AWF	60	75	15	225
3	DP	70	75	5	25
4	ES	70	80	10	100
5	FNR	65	75	10	100
6	ISP	70	80	10	100
7	KN	75	85	10	100
8	LAD	70	80	10	100
9	MHA	60	70	10	100
10	MH	60	75	15	225
11	MM	75	80	5	25
12	MEP	65	75	10	100
13	MA	70	85	15	225
14	MKA	65	70	5	25
15	MRF	65	75	10	100
16	NA	70	85	15	225
17	NAF	60	70	10	100
18	PR	70	75	5	25
19	RNI	75	80	5	25
20	RAS	60	70	10	100
21	SM	60	75	15	225
22	SP	75	85	10	100
23	UNI	70	80	10	100
24	YK	70	75	5	25
25	YM	65	75	10	100
26	YRY	60	70	10	100
27	ZDN	70	80	10	100
28	ZA	75	85	10	100
29	ZAB	65	75	10	100

30	ZAM	75	80	10	100
	<b>Total</b>	<b>2020</b>	<b>2310</b>	<b>295</b>	<b>3175</b>

Based on the data above, it can be identifying the score in pre-test and post-test in control group with rubrics of scoring speaking test in this table :

Aspect	Score Pre-Test	Score Post-Test
<b>Content</b>	12	13
<b>Vocabulary</b>	15	17
<b>Comprehension</b>	14	16
<b>Fluency</b>	15	17
<b>Pronunciation</b>	19	22
<b>Total Score</b>	<b>75</b>	<b>85</b>

The Mean Score in pre-test and post-test

$$X_1 = \frac{\sum X_1}{nx} : \frac{2020}{30} = 6$$

$$X_1 = \frac{\sum X_1}{nx} = \frac{2310}{30} = 77$$

**a. The mean of control group**

$$Ma = \frac{\sum d}{Na}$$

$$Ma = \frac{295}{30}$$

$$Ma = 9.8$$

**b. Standard deviation**

$$da^2 = \sum da^2 - \left( \frac{(\sum d)^2}{Nn} \right)$$

$$da^2 = 3175 - \left( \frac{(295)^2}{30} \right)$$

$$da^2 = 3175 - \left( \frac{87025}{30} \right)$$

$$da^2 = 3175 - 2900$$

$$da^2 = 275$$

Where d is difference scores pre-test and post-test and  $d^2$  is standard deviation in control class.

**TABLE 4.4****The Differences Scores Pre-Test and Post-Test in Experimental Group**

No	Students Initial	T <sub>1</sub>	T <sub>2</sub>	d	d <sub>2</sub>
1	AAP	70	80	10	100
2	ADC	70	80	10	100
3	ANP	70	85	15	225
4	AS	75	90	15	225
5	BK	65	80	15	225
6	BAP	70	85	15	225
7	CHS	75	80	5	25
8	CN	65	80	15	225
9	DAL	70	85	15	225
10	DYA	65	80	15	225
11	GA	70	85	15	225
12	GSP	75	90	15	225
13	HM	70	80	10	100
14	HMG	65	80	15	225
15	IC	75	85	10	100
16	IKP	65	80	15	225
17	KA	65	80	15	225
18	LG	75	85	10	100
19	MAL	70	90	20	400
20	MBP	70	80	10	100

21	MZ	65	80	15	225
22	NA	65	85	20	400
23	NAL	75	85	10	100
24	RA	75	90	15	225
25	RAS	70	80	10	100
26	SUL	70	85	15	225
27	WP	65	80	15	225
28	WZN	70	80	10	100
29	ZM	75	90	15	225
30	ZYL	70	80	10	100
	<b>Total</b>	<b>2095</b>	<b>2495</b>	<b>400</b>	<b>5650</b>

Based on the data above, it can be identifying the score in pre-test and post-test in experimental group with rubrics of scoring speaking test in this table :

Aspect	Score Pre-Test	Score Post-Test
<b>Content</b>	12	14
<b>Vocabulary</b>	15	18
<b>Comprehension</b>	13	17
<b>Fluency</b>	16	18
<b>Pronunciation</b>	19	23
<b>Total Score</b>	<b>75</b>	<b>90</b>

The Mean Score in pre-test and post-test

$$Y_1 = \frac{\sum Y_1}{ny} = \frac{2095}{30} = 69.83$$

$$Y_2 = \frac{\sum Y_2}{ny} = \frac{2495}{30} = 83.16$$

**a. The mean of experimental group**

$$Mb = \frac{\sum d}{Nb}$$

$$Mb = \frac{400}{30}$$

$$Mb = 13.33$$

**b. Standard deviation**

$$db^2 = \sum db^2 - \left( \frac{(\sum d)^2}{Nh} \right)$$

$$db^2 = 5650 - \left( \frac{(400)^2}{30} \right)$$

$$db^2 = 5650 - \left( \frac{160000}{30} \right)$$

$$db^2 = 5650 - 5333$$

$$db^2 = 317$$

Where d is difference scores pre-test and post-test and  $d^2$  is standard deviation in experimental class.

**C. Testing the Normality and Homogeneity**

**a. Normality Test**

Normality test used to determine if a data set well-modeled by normal distribution and to complete how likely it is for random variable underlying the data to be normally distribution.

## 1. Normality test of variable x

Standard Deviation

$$S = \sqrt{\frac{N\sum x^2 - (\sum x)^2}{n(n-1)}}$$

$$S = \sqrt{\frac{30.207925 - 2495.2495}{870}}$$

$$S = \sqrt{\frac{30.207925 - 6225025}{870}}$$

$$S = \sqrt{\frac{12725}{870}}$$

$$S = \sqrt{14.62}$$

$$S = 3.82$$

## 2. Normality test of variable y

Standard Deviation

$$S = \sqrt{\frac{N\sum y^2 - (\sum y)^2}{n(n-1)}}$$

$$S = \sqrt{\frac{30.178600 - 2310.2310}{870}}$$

$$S = \sqrt{\frac{30.178600 - 5336100}{870}}$$

$$S = \sqrt{\frac{21900}{870}}$$

$$S = \sqrt{25.17}$$

$$S = 5.02$$

**b. Homogeneity Test****a. Variable X**

$$\bar{x} = 83.16$$

$$S_1^2 = 14.62$$

$$N = 30$$

**b. Variable Y**

$$\bar{y} = 77$$

$$S_2^2 = 25.17$$

$$N = 30$$

$$F_0 = \frac{S_1^2}{S_2^2}$$

$$= \frac{14.62}{25.17}$$

$$= 0.58$$

$$\bar{X}_1 = \frac{\sum X_1}{n_x} = \frac{2310}{30} = 77$$

$$\bar{Y}_1 = \frac{\sum Y_1}{n_y} = \frac{2495}{30} = 83.16$$

**Coefficient  $r^2$** 

$$R_{xy} = \frac{n\sum x_i y_i - (\sum x_i)(\sum y_i)}{\sqrt{\{n\sum X_i^2 - (X_i)^2\} \{n\sum y_i^2 - (y_i)^2\}}}$$

$$R_{xy} = \frac{60(141175) - (2095)(2020)}{\sqrt{\{60(146725) - (2095)^2\} \{60(136900) - (2020)^2\}}}$$

$$R_{xy} = \frac{847050 - 4231900}{\sqrt{\{8803500 - 4389025\} \{8214000 - 4080400\}}}$$

$$R_{xy} = \frac{4238600}{\sqrt{\{4414475\} \{4133600\}}}$$

$$R_{xy} = \frac{4238600}{4271729.61}$$

$$R_{xy} = 0.99$$



### D. Testing the Hypothesis

**Table 4.5**  
**The Calculation Table to Find the “to”**

No	X	Y	$x = (X-M_x)$	$y = (Y-M_y)$	$x^2$	$y^2$
1	10	10	0.2	-3.3	0.04	10.89
2	15	10	5.2	-3.3	27.04	10.89
3	5	15	-4.8	1.7	23.04	2.89
4	10	15	0.2	1.7	0.04	2.89
5	10	15	0.2	1.7	0.04	2.89
6	10	15	0.2	1.7	0.04	2.89
7	10	5	0.2	-8.3	0.04	68.89
8	10	15	0.2	1.7	0.04	2.89
9	10	15	0.2	1.7	0.04	2.89
10	15	15	5.2	1.7	27.04	2.89
11	5	15	-4.8	1.7	23.04	2.89
12	10	15	0.2	1.7	0.04	2.89
13	15	10	5.2	-3.3	27.04	10.89
14	5	15	-4.8	1.7	23.04	2.89
15	10	10	0.2	-3.3	0.04	10.89
16	15	15	5.2	1.7	27.04	2.89
17	10	15	0.2	1.7	0.04	2.89
18	5	10	-4.8	-3.3	23.04	10.89
19	5	20	-4.8	6.7	23.04	44.89
20	10	10	0.2	-3.3	0.04	10.89
21	15	15	5.2	1.7	27.04	2.89
22	10	20	0.2	6.7	0.04	44.89
23	10	10	0.2	-3.3	0.04	10.89
24	5	15	-4.8	1.7	23.04	2.89
25	10	10	0.2	-3.3	0.04	10.89
26	10	15	0.2	1.7	0.04	2.89
27	10	15	0.2	1.7	0.04	2.89
28	10	10	0.2	-3.3	0.04	10.89
29	10	15	0.2	1.7	0.04	2.89
30	10	10	0.2	-3.3	0.04	10.89
TOTAL					274.2	316

$$SD_x = \sqrt{\sum \frac{x^2}{n1}} = \sqrt{\frac{274.2}{30}} = \sqrt{9.14} = 3.02$$

$$SE_{mx} = \frac{SD_x}{\sqrt{n1-1}} = \frac{3.02}{\sqrt{30-1}} = \frac{3.02}{\sqrt{29}} = \frac{3.02}{5.38} = 0.56$$

$$SD_y = \sqrt{\sum \frac{y^2}{n1}} = \sqrt{\frac{316}{30}} = \sqrt{10.53} = 3.24$$

$$SE_{my} = \frac{SD_y}{\sqrt{n1-1}} = \frac{3.24}{\sqrt{30-1}} = \frac{3.24}{\sqrt{29}} = \frac{3.24}{5.38} = 0.602$$

$$\begin{aligned} SE_{mx - my} &= \sqrt{SE_{mx}^2} + \sqrt{SE_{my}^2} \\ &= \sqrt{0.56^2 + 0.602^2} = \sqrt{0.31 + 0.36} = \sqrt{0.67} = 0.81 \end{aligned}$$

$$t_0 = \frac{My - Mx}{SE_{mx - mv}} = \frac{13.33 - 9.8}{0.81} = 4.41$$

In Testing Hypothesis, the data was showed the formula data from post-test in experimental and control group. And to knows if the hypothesis is accepted. In this research, the calculation of t-test showed that t-obs in the df 58 at the p level 0.05 is 4.41. While t-table in the df the p level 0.05 the critical value is 2.0016

$$t\text{-obs} > T\text{-table} = 4.41 > 2.0016$$

From the result, it was showed “There is significance effect of Elicitation Technique in Teaching Speaking Skill by using Graphic Media”.

### **E. Research Findings**

From the data of this research, the formula was obtained. The data showed that t-observed value was 4.41. t-obs in the df 58 at the p level 0.05 is 4.41. While t-table in the df the p level 0.05 the critical value is 2.0016 and  $t\text{-obs} > T\text{-table} = 4.41 > 2.0016$  . As the result, taught English with Elicitation Technique followed by graphic media was higher than without followed graphic media. So, hypothesis is accepted.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusions

As the result, the data was found that elicitation technique gave some effects to the students in teaching speaking skill, since was 4.41.  $t_{\text{obs}}$  in the  $df$  58 at the  $p$  level 0.05 is 4.41. While  $t_{\text{table}}$  in the  $df$  the  $p$  level 0.05 the critical value is 2.0016 and  $t_{\text{obs}} > T_{\text{table}} = 4.41 > 2.0016$ . By taught English in the classroom using elicitation technique followed graphic media can help students in conversations, convey the comments, suggestions, and ideas. And this technique gave significant effects to the students achievement in speaking skill.

From the data that found in the school, students got some difficulties when to convey their ideas. The difficulties of students are the media was full character and colors that make students confused to start from where first. Students only focus based on the media without try to imagine with their own.

#### B. Suggestions

Based on the conclusions above, some suggestions are stated as the following:

1. The English teacher can apply elicitation technique to teach speaking in the classroom. By using the technique, teacher can more affective to convey the materials.
2. The students can apply elicitation technique to help them in speaking especially in communicate.

# LESSON PLAN

## (CONTROL CLASS)

**School** : SMA Muhammadiyah 18 Sunggal  
**Subject** : English  
**Class/Semester** : XI MIA- 1 / I  
**Skill** : Speaking  
**Time Allotment** : 2 x 45 minutes

### A. Core Competence :

3. Understand, apply, analyze and evaluate factual, conceptual, procedural, and metacognitive knowledge based on their curiosity about science, technology, art, culture, and humanities with the insights of humanity, nationality, state and civilization on the causes of phenomena and events, in the appropriate field of his talent to solve the problem.
4. Processing, reasoning, and serving in the realm of concrete and abstract domains related to the development of what they learn in school independently, and are able to use methods according to scientific principles.

### B. Basic Competencies

2.1 Understanding conversation in daily activity in formal or informal situation.

### C. Indikator :

Indicators of Competence Achievement	Cultural Values and National Character
Can speak well according to the context and can respond well	Religious, honest, tolerance, discipline, hard work, independent, democratic, curiosity, very nationality, love for the country, respect for achievement, friendship, peace of mind, love to read, care for the environment, social care, responsibility, independence.

#### **D. Learning Objective**

1. Given an example of descriptive text, students can recognize the parts/components in the descriptive text.
2. Students can make examples of descriptive text based on the text provided.
3. In describing an object, people or place, students can use simple present sentences.

#### **E. Learning Material**

Describing some place like beach, river, mall, garden and etc.

#### **F. Learning Methods**

1. Lecturing Method
2. Discussion
3. Assignment

#### **G. Steps of Teaching**

##### **1. Preliminaris Activities**

- a. Students pray based on their beliefs
- b. Ask the students about today
- c. Asking questions the related previous knowladge to the material to the studeid

##### **2. Core Activities**

- a. Notify students about Elicitation Technique
- b. Give examples of how to describe some place
- c. Then students are given the opportunity to ask questions if they find difficulties
- d. After that, students will move forward to carry out the test based on they imagination

##### **3. Closing Activities**

- a. Give the conclusion together
- b. Give them the marks
- c. Gime them lesson plan for the next meeting

## H. Learning Resources

1. Picture
2. Dictionary

## I. Assessment :

### A. Indicator, Technique, Form, Example.

No	Indicator	Technique	Form	Example
1	Describing graphic media with good and right speech.	Performance Assessment	Describing the graphic media	Seeing and make a sentences based on graphic media and then conveying in front of the class.

### B. Assesment Intstrument

Describing some place and conveying in front of the class.

### C. Scoring the Test

No	Aspect of Scoring	Percentage	Low	Average	Excellent
1	Content	15%			
2	Vocabulary	20%			
3	Comprehension	20%			
4	Fluency	20%			
5	Pronunciation	25%			
	Total Score				

- a. Grammar : Max Score 15%
- 15 – 13 : Excellent to very good
- 12 – 10 : Good to average
- 9 – 7 : Fair to poor
- 6 – 4 : Very poor

- b. Vocabulary : Max Score 20%
- 20 – 18 : Excellent to very good
- 17 – 14 : Good to average
- 13 – 10 : Fair to poor
- 9 – 7 : Very poor

- c. Comprehension : Max Score 20%  
20 – 18 : Excellent to very good  
17 – 14 : Good to average  
13 – 10 : Fair to poor  
9 – 7 : Very poor
- d. Fluency : Max Score 20%  
20 – 18 : Excellent to very good  
17 – 14 : Good to average  
13 – 10 : Fair to poor  
9 – 7 : Very poor
- e. Pronunciation : Max Score 25%  
25 – 22 : Excellent to very good  
21 – 19 : Good to average  
17 – 11 : Fair to poor  
10 – 5 : Very poor

Medan, Agustus 2019

English Teacher

Researcher

**Eka Kesumaningrum S.Pd,M.Hum**  
NIDN. 0116058801

**Desy R. Trinata**  
NPM. 1502050063

Known by  
Headmaster of SMA Muhammadiyah 18 Sunggal

**M. MUSLIM, M.Pd**  
NIK. 762 525





**MAJELIS PENDIDIKAN TINGGI**  
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**BERITA ACARA**

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata I  
Fakultas keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Kamis, 03 Oktober 2019, pada pukul 07.30 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa :

Nama Lengkap : Nadya Andriani  
NPM : 1502050071  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Logico-Semantic Relation of Clause Complexes in the VOA News

Ditetapkan : ( A- ) Lulus Yudisium  
( ) Lulus Bersyarat  
( ) Memperbaiki Skripsi  
( ) Tidak Lulus

Dengan diterimanya skripsi ini, sudah lulus dari ujian komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd.)

**PANITIA PELAKSANA**

Ketua

Sekretaris

Dr. H. Elfrianto Nasution, S.Pd., M.Pd.

Dra. Hj. Syamsuyurnita, M.Pd.

**ANGGOTA PENGUJI:**

1. Dr. Hj. Dewi Kesuma Nst, M.Hum
2. Pirman Ginting, S.Pd, M.Hum
3. Yusriati, S.S, M.Hum

- 1.
- 2.
- 3.

## LEMBAR PENGESAHAN SKRIPSI

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini yang diajukan oleh mahasiswa di bawah ini :

Nama Lengkap : Nadya Andriani  
N.P.M : 1502050071  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Logico-Semantic Relation of Clause Complexes in The  
VOA News

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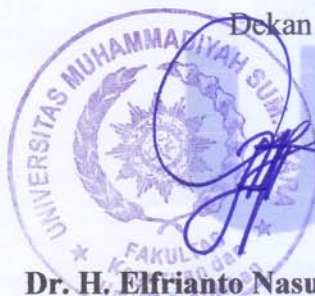

Medan, September 2019

Disetujui oleh:  
Dosen Pembimbing



Yusriati, S.S., M.Hum

Diketahui oleh:



Dekan

Dr. H. Elfrianto Nasution, S.Pd, M.Pd.

Ketua Program Studi,



Mandra Saragih, S.Pd, M.Hum



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Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Nadya Andriani  
NPM : 1502050071  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 138 SKS

IPK = 3,49

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Logico-Semantic Relation of Clause Complexes in the VOA News	
	Interpersonal Metadiscourse Markers Used in Bob Sadino Quotes	
	Lexical Taxonomy of Food in English	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 19 Maret 2019  
Hormat Pemohon,

Nadya Andriani

Keterangan:

- Dibuat rangkap 3 :- Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan



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Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form K-2

Kepada : Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu 'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Nadya Andriani  
NPM : 1502050071  
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

The Logico-Semantic Relation of Clause Complexes  
in the VOA News

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Yusriati, SS, M.Hum

*Acc 29/04-2019 PF*

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak/ Ibu saya ucapkan terima kasih.

Medan, 29 April 2019

Hormat Pemohon,

Nadya Andriani

Keterangan

Dibuat rangkap 3 :  
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- Untuk Ketua / Sekretaris Prog. Studi  
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Nomor : 071 /II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakatuh

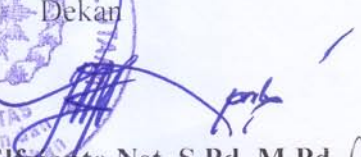
Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Nadya Andriani  
N P M : 1502050071  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Logico-Semantic Relation of Clause Complexes in The VOA News.  
Pembimbing : Yusriati, SS, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 29 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan, 24 Sya'ban 1440 H  
29 April 2019 M  
Dekan  
  
Dr. H. Elfrianto Nst, S.Pd, M.Pd.  
NIDN : 0115057302

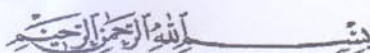
Dibuat rangkap 4 (empat) :

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2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
*WAJIB MENGIKUTI SEMINAR*



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**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Nadya Andriani  
N.P.M : 1502050071  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Logico-Semantic Relation of Clause Complexes in the VOA News

Pada hari Senin tanggal 13 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Mei 2019

Disetujui oleh:

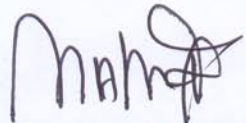
Dosen Pembahas

  
Pirman Ginting, S.Pd, M.Hum.

Dosen Pembimbing

  
Yusriati SS, M.Hum.

Diketahui oleh  
Ketua Program Studi,

  
Mandra Saragih, S.Pd., M.Hum.

# SURAT PERNYATAAN

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Saya yang bertandatangan dibawah ini :

Nama Lengkap : Nadya Andriani  
N.P.M : 1502050071  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Logico-Semantic Relation of Clause Complexes in the VOA News

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
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Medan, Mei 2019  
Hormat saya  
Yang membuat pernyataan,



Nadya Andriani

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



**UMSU**  
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Medan, 20 Dzulqaidah 1440 H  
23 Juli 2019 M

Kepada Yth, Bapak Kepala Perpustakaan  
Universitas Muhammadiyah Sum. Utara  
di-  
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Pustaka Bapak pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Nadya Andriani  
N P M : 1502050071  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Logico-Semantic Relation of Clause Complexes in the VOA News.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.



Dekan  
**Dr. Hs. Elrijanto Nst, S.Pd, M.Pd.**  
NIDN: 0115057302

\*\* Pertiinggal \*\*





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Website: <http://perpustakaan.umsu.ac.id>

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Nomor: 4044/KET/II.9-AU/UMSU-P/M/2019

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**NPM** : 1502050071  
**Univ./Fakultas** : UMSU/ Keguruan dan Ilmu Pendidikan  
**Jurusan/P.Studi** : Pendidikan Bahasa Inggris/ S1

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*"The Logico-Semantic Relation of Clause Complexes in the VOA news"*

Demikian surat keterangan ini diperbuat untuk dapat dipergunakan sebagaimana mestinya.

Medan, 26 Muharram 1441 H  
26 September 2019 M

Kepala UPT Perpustakaan,



Muhammad Krifin, S.Pd, M.Pd



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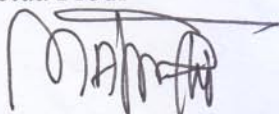
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Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Nadya Andriani  
N.P.M : 1502050071  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Logico-Semantic Relation of Clause Complexes in the VOA News

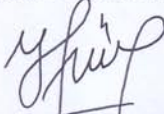
Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
23 / April - 2019	acc chapter 1	M/S
29 / April - 2019	acc chapter 2	M/S
30 / April - 2019	acc chapter 3	M/S
30 / April - 2019	acc for seminar Prop.	M/S

Diketahui oleh:  
Ketua Prodi

  
(Mandra Saragih, S.Pd., M.Hum.)

Medan, 30 April 2019

Dosen Pembimbing

  
(Yusriati, SS, M.Hum)

**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
 Fakultas : Keguruan dan Ilmu Pendidikan  
 Nama Lengkap : Nadya Andriani  
 N.P.M : 1502050071  
 Program Studi : Pendidikan Bahasa Inggris  
 Judul Skripsi : The Logico-Semantic Relation of Clause Complexes in The VOA News

Tanggal	Materi Bimbingan Skripsi	Paraf	Keterangan
10/9 - 2019	Reverse Analysis of Data	<i>[Signature]</i>	
16/9 - 2019	Reverse Interpretation of Data	<i>[Signature]</i>	
19/9 - 2019	Reverse Abstr, ack,	<i>[Signature]</i>	
23/9 - 2019	Reverse the whole paper	<i>[Signature]</i>	
25/9 - 2019	ack for the exam	<i>[Signature]</i>	

Medan, September 2019

Diketahui oleh :  
Ketua Program Studi

*[Signature]*  
Mandra Saragih, S.Pd., M.Hum.

Dosen Pembimbing

*[Signature]*  
Yusriati, SS, M.Hum

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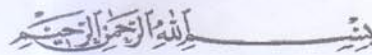
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Exclude matches  Off

Exclude bibliography  On

**BERITA ACARA**

Ujian Mempertahankan Skripsi Sarjana Bagi Mahasiswa Program Strata 1  
Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara



Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya yang diselenggarakan pada hari Sabtu, Tanggal 28 September 2019, pada pukul 09.00 WIB sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama Lengkap : Desy R. Trinata  
N.P.M : 1502050063  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Elicitation Technique in Teaching speaking Skill by Using Graphic Media

Dengan diterimanya skripsi ini, sudah lulus dari ujian Komprehensif, berhak memakai gelar Sarjana Pendidikan (S.Pd).

Ditetapkan : ( ) Lulus Yudisium  
( ) Lulus Bersyarat  
( ) Memperbaiki Skripsi  
( ) Tidak Lulus

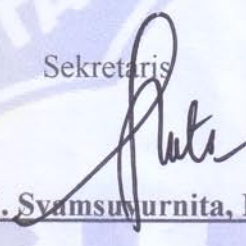
**PANITIA PELAKSANA**

Ketua



Dr. H. Elfrianto Nasution, S.Pd, M.Pd

Sekretaris

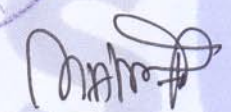


Dra. Hj. Syamsuurnita, M.Pd

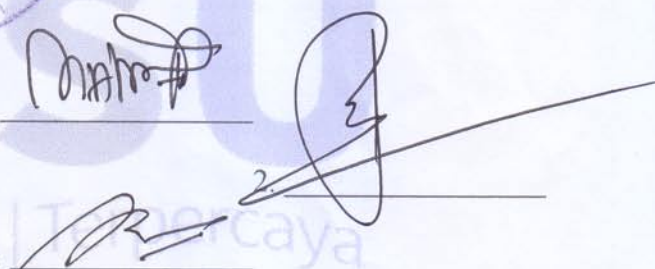
**ANGGOTA PENGUJI:**

1. Mandra Saragih, S.Pd, M.Hum
2. Rini Ekayati, SS, MA
3. Drs. Ali Amran, M.Hum

1.



3.





**LEMBAR PENGESAHAN SKRIPSI**

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Skripsi ini diajukan oleh mahasiswa di bawah ini:

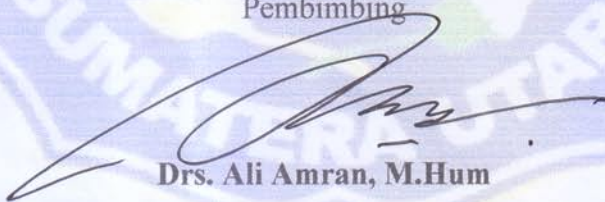
Nama Lengkap : Desy R. Trinata  
N.P.M : 1502050063  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Elicitation Technique in Teaching Speaking Skill by  
Using Grapich Media

sudah layak disidangkan.

Medan, September 2019

Disetujui oleh:

Pembimbing



**Drs. Ali Amran, M.Hum**

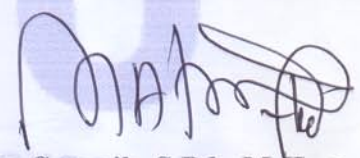
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Dekan

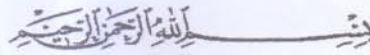
Ketua Program Studi



**Dr. H. Elfrianto Nasution, S.Pd., M.Pd.**



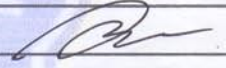
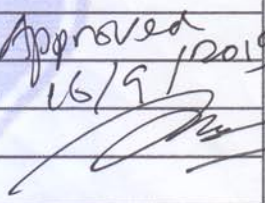


**Mandra Saragih, S.Pd., M.Hum.**



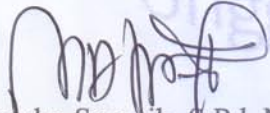
**BERITA ACARA BIMBINGAN SKRIPSI**

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara  
Fakultas : Keguruan dan Ilmu Pendidikan  
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris  
Nama Lengkap : Desy R. Trinata  
N.P.M : 1502050063  
Program Studi : Pendidikan Bahasa Inggris  
Judul Skripsi : The Effect of Elicitation Technique in Teaching Speaking Skill by Using Grapich Media

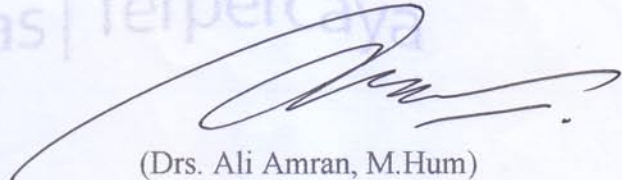
Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
10 Sep 2019	BAB V : Discussion and Revision	
13 Sep 2019	BAB IV : Discussion and Revision	
16 Sep 2019	ABSTRACT : Revision	
		Approved 16/9/2019 

Medan, September 2019

Diketahui oleh:  
Ketua Prodi

  
(Mandra Saragih, S.Pd, M.Hum.)

Dosen Pembimbing

  
(Drs. Ali Amran, M.Hum)



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
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Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

Form : K - 1

Kepada Yth: Bapak Ketua & Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat yang bertanda tangan di bawah ini:

Nama Mahasiswa : Desy R. Trinata  
NPM : 1502050063  
Prog. Studi : Pendidikan Bahasa Inggris  
Kredit Kumulatif : 138 SKS

IPK = 3,54

Persetujuan Ket./Sekret. Prog. Studi	Judul yang Diajukan	Disahkan oleh Dekan Fakultas
	The Effect of Elicitation Technique in Teaching Speaking Skill by Using Graphic Media	
	An Analysis of Polysemy in Indonesia Restaurant at Chicago Based on Featur VOA	
	The Use of Commisive Speech Acts and its Politeness Implication: A Case of Debate in BBC News	

Demikianlah permohonan ini saya sampaikan untuk dapat pemeriksaan dan persetujuan serta pengesahan, atas kesediaan Bapak saya ucapkan terima kasih.

Medan, 26 Maret 2019  
Hormat Pemohon,

Desy R. Trinata

Keterangan:

- Dibuat rangkap 3 : - Untuk Dekan/Fakultas  
- Untuk Ketua/Sekretaris Program Studi  
- Untuk Mahasiswa yang bersangkutan



**MAJELIS PENDIDIKAN TINGGI  
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Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

**Form K-2**

Kepada : Yth. Bapak Ketua/Sekretaris  
Program Studi Pendidikan Bahasa Inggris  
FKIP UMSU

*Assalamu'alaikum Wr, Wb*

Dengan hormat, yang bertanda tangan dibawah ini:

Nama Mahasiswa : Desy R Trinata  
NPM : 1502050063  
Prog. Studi : Pendidikan Bahasa Inggris

Mengajukan permohonan persetujuan proyek proposal/risalah/makalah/skripsi sebagai tercantum di bawah ini dengan judul sebagai berikut:

*The Effect of Elicitation Technique in Teaching Speaking Skill by Using Graphic Media*

Sekaligus saya mengusulkan/ menunjuk Bapak/ Ibu:

1. Drs. Ali Amran, M.Hum

Sebagai Dosen Pembimbing Proposal/Risalah/Makalah/Skripsi saya.

Demikianlah permohonan ini saya sampaikan untuk dapat pengurusan selanjutnya. Akhirnya atas perhatian dan kesediaan Bapak saya ucapkan terima kasih.

Medan, 30 Maret 2019  
Hormat Pemohon,

**Desy R Trinata**

Keterangan

Dibuat rangkap 3 :  
- Untuk Dekan / Fakultas  
- Untuk Ketua / Sekretaris Prog. Studi  
- Untuk Mahasiswa yang Bersangkutan



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UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA  
Jln. Mukhtar Basri BA No. 3 Telp. 6622400 Medan 20217 Form : K3

Nomor : 1069 /II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Pengesahan Proyek Proposal  
Dan Dosen Pembimbing

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara menetapkan proyek proposal/risalah/makalah/skripsi dan dosen pembimbing bagi mahasiswa yang tersebut di bawah ini :

Nama : Desy R. Trinata  
N P M : 1502050063  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Elicitation Technique in in Teaching Speaking Skill by Using Graphic Media.

Pembimbing : Drs. Ali Amran, M.Hum

Dengan demikian mahasiswa tersebut di atas diizinkan menulis proposal/risalah/makalah/skripsi dengan ketentuan sebagai berikut :

1. Penulis berpedoman kepada ketentuan yang telah ditetapkan oleh Dekan
2. Proyek proposal/risalah/makalah/skripsi dinyatakan BATAL apabila tidak selesai pada waktu yang telah ditentukan
3. Masa kadaluarsa tanggal : 29 April 2020

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Medan 24 Sya'ban 1440 H  
29 April 2019 M  
Dekan  
  
Dr. H. Elianto Nst, S.Pd, M.Pd.  
NIDN: 0115057302

Dibuat rangkap 4 (empat) :

1. Fakultas (Dekan)
2. Ketua Program Studi
3. Pembimbing
4. Mahasiswa yang bersangkutan :  
*WAJIB MENGIKUTI SEMINAR*



### LEMBAR PENGESAHAN PROPOSAL

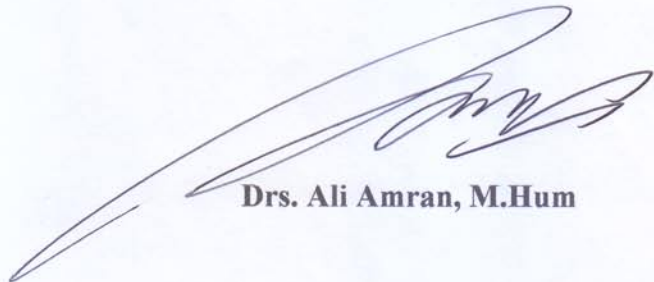
Proposal yang diajukan oleh mahasiswa di bawah ini:

Nama Lengkap : Desy R. Trinata  
N.P.M : 1502050063  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Elicitation Technique in Teaching Speaking Skill by Using Graphic Media

Sudah layak diseminarkan.

Medan, Mei 2019

Disetujui oleh  
Pembimbing



**Drs. Ali Amran, M.Hum**

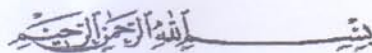




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Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)



**LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL**

Proposal yang sudah diseminari oleh mahasiswa di bawah ini:

Nama Lengkap : Desy R Trinata  
N.P.M : 1502050063  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Elicitation Technique in Teaching Speaking Skill by Using Graphic Media

Pada hari Kamis tanggal 16 bulan Mei tahun 2019 sudah layak menjadi proposal skripsi.

Medan, Juli 2019

Disetujui oleh:

Dosen Pembahas

**Mandra Saragih, S.Pd., M.Hum.**

Dosen Pembimbing

**Drs. Ali Amran, M.Hum.**

Diketahui oleh  
Ketua Program Studi,

**Mandra Saragih, S.Pd., M.Hum.**



**BERITA ACARA SEMINAR PROPOSAL**

Pada hari ini *Senin* Tanggal *08* Bulan ..... Tahun 2019 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa :

Nama Lengkap : Desy R. Trinata  
N.P.M : 1502050063  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Elicitation Technique in Teaching Speaking Skill by Using Graphic Media

No	Masukan dan Saran
Judul	✓
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Bab II	
Bab III	- Location → Clarify the paragraphs - Sample → Clarify the news.
Lainnya	The uses of Text & Expository
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

*(Mandra Saragih, M.Hum)*

Dosen Pembimbing

*(Drs. Ali Amran, M.Hum)*

Panitia Pelaksana

Ketua

*(Mandra Saragih, S.Pd., M.Hum.)*

Secretaris

*(Pirman Ginting, S.Pd., M.Hum.)*



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Jl. Kapten Mukhtar Basri No. 3 Medan 20238 Telp.061-6619056 Ext, 22, 23, 30  
Website: <http://www.fkip.umsu.ac.id> E-mail: [fkip@umsu.ac.id](mailto:fkip@umsu.ac.id)

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

**SURAT KETERANGAN**

Ketua Program Studi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Sumatera Utara, menerangkan di bawah ini:

Nama Lengkap : Desy R Trinata  
N.P.M : 1502050063  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Elicitation Technique in Teaching Speaking Skill by Using Graphic Media

benar telah melakukan seminar proposal skripsi pada hari Kamis, tanggal 16, Bulan Mei, Tahun 2019.

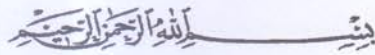
Demikianlah surat keterangan ini dibuat untuk memperoleh surat izin riset dari Dekan Fakultas. Atas kesediaan dan kerjasama yang baik, kami ucapkan terima kasih.

Medan, Juli 2019

Ketua,

**Mandra Saragih, S.Pd, M.Hum**

# SURAT PERNYATAAN



Saya yang bertandatangan dibawah ini :

Nama Lengkap : Desy R Trinata  
N.P.M : 1502050063  
Program Studi : Pendidikan Bahasa Inggris  
Judul Proposal : The Effect of Elicitation Technique in Teaching Speaking Skill by Using Graphic Media

Dengan ini saya menyatakan bahwa:

1. Penelitian yang saya lakukan dengan judul di atas belum pernah diteliti di Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Sumatera Utara
2. Penelitian ini akan saya lakukan sendiri tanpa ada bantuan dari pihak manapun dengan kata lain penelitian ini tidak saya tempahkan (dibuat) oleh orang lain dan juga tidak tergolong *Plagiat*.
3. Apabila point 1 dan 2 di atas saya langgar maka saya bersedia untuk dilakukan pembatalan terhadap penelitian tersebut dan saya bersedia mengulang kembali mengajukan judul penelitian yang baru dengan catatan mengulang seminar kembali.

Demikian surat pernyataan ini saya perbuat tanpa ada paksaan dari pihak manapun juga, dan dapat dipergunakan sebagaimana mestinya.

Medan, Juli 2019

Hormat saya

Yang membuat pernyataan,



Desy R Trinata

Diketahui oleh Ketua Program Studi  
Pendidikan Bahasa Inggris

Mandra Saragih, S.Pd, M.Hum



**UMSU**  
Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

**MAJELIS PENDIDIKAN TINGGI PENELITIAN & PENGEMBANGAN**  
**UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA**  
**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN**

Jalan Kapten Muchtar Basri No. 3 Medan 20238 Telp. (061) 6622400  
Website: <http://fkip.umsu.ac.id> E-mail: [fkip@yahoo.co.id](mailto:fkip@yahoo.co.id)

Nomor : 5125/II.3/UMSU-02/F/2019  
Lamp : ---  
Hal : Mohon Izin Riset

Medan, 05 Dzulhijjah 1440 H  
06 Agustus 2019 M

Kepada Yth, Bapak/Ibu Kepala  
SMA Muhammadiyah 18 Sunggal  
di-  
Tempat

Assalamu'alaikum Warahmatullahi Wabarakaatuh

Wa ba'du, semoga kita semua sehat wal'afiat dalam melaksanakan kegiatan-aktifitas sehari-hari, sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk pembuatan skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan. maka kami mohon kepada Bapak/Ibu Memberikan izin kepada mahasiswa untuk melakukan penelitian/riset di Sekolah Bapak/Ibu pimpin. Adapun data mahasiswa kami tersebut sebagai berikut :

Nama : Desy R. Trinata  
N P M : 1502050063  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Effect of Elicitation Technique in Teaching Speaking Skill by Using Graphic Media.

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/Ibu kami ucapkan terima kasih.

Wa'alaikumssalam Warahmatullahi Wabarakatuh.

Dekan  
  
**Dr. H. Elfrianto Nst, S.Pd, M.Pd.**  
NIDN: 0115057302  


\*\* Pertinggal \*\*



# SMA MUHAMMADIYAH 18 SUNGGAL

NSS : 304070103145

NPSN : 10214128

NIS : 300250

Alamat : Jln. Sei Mencirim No. 60 Medan Krio 20352 Telp. 061-42561071  
KEC. SUNGGAL KAB. DELI SERDANG

## SURAT KETERANGAN PENELITIAN

Nomor : 094/A.U/F/SMA.M.18/2019

Yang bertanda tangan di bawah ini Kepala SMA Muhammadiyah 18 Sunggal Kabupaten Deli Serdang Dengan ini menerangkan bahwa :

Nama : **DESY R. TRINATA**  
N P M : 1502050063  
Program study : Pendidikan Bahasa Inggris  
Judul Penelitian : **The Effect of Elicitation Technique in Teaching Speaking Skill by Using Graphic Media**

Benar adalah nama tersebut diatas telah mengadakan penelitian di Sekolah SMA Muhammadiyah 18 Sunggal , Jl. Sei Mencirim No. 60 Medan Krio Kec.Sunggal , dengan waktu penelitian tanggal : 07 Agustus s/d 31 Agustus 2019.

Demikian Surat Keterangan ini dikeluarkan dengan sebenarnya dan untuk dapat di pergunakan seperlunya.

Sunggal, 31 Agustus 2019

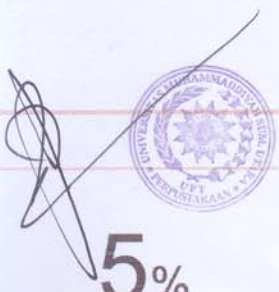
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**M. Muslim, M.Pd**

NKTAM : 762 525

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