**THE INFLUENCE OF ELICITATION TECHNIQUE IN TEACHING
SPEAKING SKILL OF SMP MUHAMMADIYAH
61 TANJUNG SELAMAT**

SKRIPSI

*Submitted in Partial Fulfillment as the Requirements
For the degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By :

**<u>ELSA ANATASYA</u>
NPM. 1902050110**

FACULTY OF TEACHER TRAINING AND EDUCATION

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA

MEDAN

2024

LEMBAR PENGESAHAN SKRIPSI

بسم الله الرحمن الرحيم

Skripsi ini diajukan oleh mahasiswa di bawah ini:

Nama   : Elsa Anatasya

NPM   1902050110

Program Studi   : Pendidikan Bahasa Inggris

Judul Skripsi   : The Influence of Elicitation Technique in Teaching Speaking

Skill of SMP Muhammadiyah 61 Tanjung Selamat

Sudah layak disidangkan.

Medan, 30 Agustus 2024

Disetujui oleh :

Pembimbing

Dr. Hj. Dewi Kesuma Nst., M.Hum

Diketahui oleh :

Dekan   Ketua Program Studi

Dra, Hj. Syamsuyurnita, M.Pd   Pirman Ginting, S.Pd., M.Hum

BERITA ACARA

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

بِسْــــمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Panitia Ujian Sarjana Strata-1 Fakultas Keguruan dan Ilmu Pendidikan dalam Sidangnya
yang diselenggarakan pada hari Jum'at, Tanggal 30 Agustus 2024, pada pukul 08.30 WIB
sampai dengan selesai. Setelah mendengar, memperhatikan dan memutuskan bahwa:

Nama	:	Elsa Anatasya
NPM	:	1902050110
Program Studi	:	Pendidikan Bahasa Inggris
Judul Skripsi	:	The Influence of Elicitation Technique in Teaching Speaking Skill of SMP Muhammadiyah 61 Tanjung Selamat

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

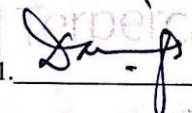### PANITIA PELAKSANA

Ketua   Sekretaris

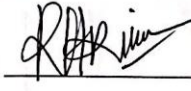**Dra. Hj. Syamsuyurnita, M.Pd.**   **Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.**
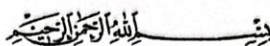
ANGGOTA PENGUJI:

1. Dewi Juni Artha, S.S., M.S.   1.

2. Rita Harisma, S.Pd., M.Hum.   2.

3. Dr. Hj. Dewi Kesuma Nst, M.Hum.   3.

MAJELIS PENDIDIKAN TINGGI
UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
Jl. Kapten Mukhtar Basri No. 3 Telp. (061) 6619056 Medan 20238
Website: http://www.fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN SKRIPSI

Perguruan Tinggi	: Universitas Muhammadiyah Sumatera Utara
Fakultas	: Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi	: Pendidikan Bahasa Inggris
Nama	: Elsa Anatasya
NPM	: 1902050110
Program Studi	: Pendidikan Bahasa Inggris
Judul Skripsi	: The Influence of Elicitation Technique in Teaching Speaking Skill of SMP Muhammadiyah 61 Tanjung Selamat

Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
20 Mei 2024	- Check the way of typing and grammar - revise the formulation objective of the study	
	- State clearly the implementation of elicitation technique in chapter II	𝓣𝓛
	- Revise and state clearly the instrument - Add more discussion in chapter IV	
	- Enclose the sample works !!	
13 Juni 2024	- State clearly the implementation of elicitation technique	𝓣𝓛
2 Juli 2024	- Add more discussion in chapter IV	𝓣𝓛
11 Juli 2024	Revision Complete	𝓛

Medan, 11 Juli 2024

Diketahui oleh:
Ketua Prodi

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

Dosen Pembimbing

(Dr. Hj. Dewi Kusuma Nst, S.S., M.Hum.)

PERNYATAAN KEASLIAN SKRIPSI

بِسْمِ اللهِ الرَّحْمَنِ الرَّحِيْمِ

Saya yang bertanda tangan dibawah ini :

Nama : Elsa Anatasya

NPM : 1902050110

Program Studi : Pendidikan Bahasa Inggris

Judul Skripsi : The Influence of Elicitation Teachnique in Teaching Speking Sill of SMP Muhammadiyah 61 Tanjung Selamat

Dengan ini menyatakan bahwa skripsi saya yang berjudul "The Influence of Elicitation Teachnique in Teaching Speking Sill of SMP Muhammadiyah 61 Tanjung Selamat" adalah bersifat asli (original) bukan hasil menyadur mutlak dari karya orang lain.

Bilamana dikemudian hari ditemukan ketidaksesuaian dengan pernyataan ini maka saya bersedia dituntut dan diproses sesuai dengan ketentuan yang berlaku di Universitas Muhammadiyah Sumatera Utara.

Demikian pernyataan ini dengan sesungguhnya dan dengan yang sebenar – benarnya.

Medan, 9 November 2024

Hormat saya

Yang membuat pernyataan,

Elsa Anatasya

ABSTRACT

Elsa Anatasya. 1902050110. "The Influence of Elicitation Technique in Teaching Speaking Skill of SMP Muhammadiyah 61 Tanjung Selamat". Skripsi. English Education Department, Faculty of Teacher Training and Education. Universitas Muhammadiyah Sumatera Utara. Medan. 2024

This research was conducted because it was discovered during teaching speaking skills, such as students feeling nervous when speaking English in front of the class. Then in the learning process, the teacher is the center of learning and students play a passive role and students are lacking motivation in learning English speaking. The formulation of the problem in this thesis is does the use of the elicitation technique has significant effect in teaching speaking skill of SMP Muhammadiyah 61 Tanjung Selamat and how is the use of elicitation technique technique has significant effect in teaching speaking skill of SMP Muhammadiyah 61 Tanjung Selamat. The purpose of this research is to find out whether the elicitation technique has significant effect in teaching speaking skill of SMP Muhammadiyah 61 Tanjung Selamat and to describe how the use of elicitation technique give a significant effect in teaching speaking skill of SMP Muhammadiyah 61 Tanjung Selamat. The method in this study uses pretest and posttest as data collection instruments. The data analysis technique of this research is (1) normality test (2) homogeneity test (3) hypothesis test in the form of t-test. Hypothesis testing uses the t test formula, which is preceded by a normality test and homogeneity test. the results of the t test showed that there was a significant effect on fertility, the value of sig (2-tailed) = 0.004 <0.05, then Ho was rejected and Ha was accepted. In conclusion, there is significance in using the Elicitation Technique strategy in order to effect teaching speaking skill.

Keywords: *Elicitation Technique, Teaching Speaking Skill*

ACKNOWLEDGEMENTS

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

Assallamu'alaikum Wr.Wb

Firstly, in the name of Allah the most almighty, the most merciful, all of the praises to Allah SWT the most almighty who already gave her health and mercy so that she was able to finish this study. Secondly, blessing and peace upon to prophet Muhammad SAW who had brought people from the darkness to the brightness. Thirdly, her dearest parents **Misliadi** and **Sulastri** and **All my sisters and brothers** who had given her more supports, material and their prayer during, before and after her academic year in completing her study at UMSU.

This study is entitled **"The Influence of Elicitation Technique in Teaching Speaking Skill of SMP Muhammadiyah 61 Tanjung Selamat".** In writing this study, there were many difficulties and problems faced by her and without much guidance from the following people, it may be impossible for her to finish the study. Therefore, her would like to express her great thank to those who have given guidance, spirit, motivation and supports during completing this research, they are :

1. **Prof. Dr. Agussani, M.AP,** As the Rector of the Universitas Muhammadiyah Sumatera Utara

2. **Dra. Hj Syamsuyurnita, M.Pd,** as the Dean of the Faculty of Teacher Training and Education, Universitas Muhammadiyah Sumatera Utara.

Finally, with all humility, the researcher realizes that the writing of this thesis is still far from perfect, if in this writing there are words that are less pleasing, the author apologizes profusely and hopefully this thesis can be useful for all of us. May Allah ta'ala always bless us all. Amen.

Medan, 23 June 2024
The Researcher

Elsa Anatasya
NPM. 1902050110

TABLE OF CONTENTS

LIST OF TABLES

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

A. The Background of Study

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 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.

Because speaking is considered as having a significant role in communication, people make the effort to learn the skill with the aim to be able to communicate with the world society. Speaking is one manifestation of oral communication that is used to provide information through words spoken through a spoken tool. Speaking is a ways to communicate ideas that are compiled and developed according to the needs of listeners. Speaking requires at least two people so an interaction emerges. Speaking skill occupy an important position in language learning because speaking skill symbolize students' communicative skill. In other words, speaking skill not only play a role in language learning but play an important role in the others. This means that one indicator of the success of student learning is the skill to express ideas orally in a subject area (Abidin, 2015).

Speaking is the essence of learning the language. Active communication cannot be acquired if the learners cannot speak what their minds. If they cannot deliver ideas, it means neither communication nor relationship will not be achieved (Saldaria et al., 2019). Speaking skill include two aspects namely linguistic aspect and non- linguistic aspect. However, not all people have good speaking skill when facing some situation. That condition is available to students on language learning. Every students has difference obstacles on speaking.

Problems finding on observation when the researcher conducted the internship (PPL 3) found that in the eighth of SMP Muhammadiyah 61 Tanjung Selamat in the process of speaking practice were having difficulties in responding to English conversation. They were also afraid to answer the question in English, lacking self- confidence in sharing the thoughts, feeling nervous when speaking English in front of the class, and lacking motivation in learning English speaking. 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.

Some of problem that make it happen are restricted time and restricted ability of teacher. The teacher only give an explanation for the grammar and the structure of English to fullfill the curriculum goal and generally they communicate bahasa in teaching. The teacher had no time to attention on speaking achievement. Therefore the researcher desires to improve the student's satisfactory, recognition on speaking due to the fact language is speech not writing and language is a fixed of behaviour. There were three most important issues within the situation above. The issues got here from three factors, they were from teacher's factor, student's factor, and school's factor. One of the way to solve the problem could be use of technique.

To have the option to gather information about the capacity of understudies to talk can utilize an Elicitation technique. This technique can help the educator in gathering understudy information about talking expertise in English. The strategy comprises of a few test choices that can be utilized by the educator to be acted in the study hall while the growing experience happens. In applying Elicitation Procedure, obviously the media that are vital in creating the understudies' creative mind in speculation and afterward is not difficult to convey while talking. Here the media utilized is realistic media (Sitorus, 2023).

Based on previous related research conducted by Farida Fatmawati 2016 Teaching Speaking Using Elicitation Techniques to Class VIII Students of Smpn 1 Bangsri Jepara Academic Year 2015/2016. This thesis uses elicitation techniques. Researchers found several problems that occurred during teaching speaking skills, such as students feeling nervous when speaking English in front of the class. Then in the learning process, the teacher is the center of learning and students play a passive role. Students lack motivation in learning to speak English. This is also caused by learning English which is not only focused on speaking.

Elicitation accounts for the majority of classroom interaction. It is frequently used to engage students in the teaching and learning process. As a result, eliciting exchange is the most common exchange in the classroom. Obviously, it is very beneficial for language learning because it allows students to speak more freely and provides ample opportunities for

language practice. In order to elicit students' verbal responses, different elicitation techniques, such as asking questions or providing stimulus examples like pictures, gestures, or setting up the discussion, can be used in speaking class.

By looking the background above, the researcher interest to conduct research under the tittle "**The Influence of Elicitation Technique in Teaching Speaking Skill of SMP Muhammadiyah 61 Tanjung Selamat**"

B. Identification of problem

The problems of this research is identified as follow:

    a. Students lack of self- confidence in sharing the thoughts

    b. Student feeling nervous when speaking English in front of the class.

    c. Students lacking motivation in learning English speaking

    d. The teacher only give an explanation for the grammar and the structure of English.

C. The Scope and Limitation

The scope of this research is about speaking skill of SMP Muhammadiyah 61 Tanjung Skill and limitation of this research is about the use of elicitation technique.

D. The Formulation of the problem

Based on the background above, the problem of this research was formulated as the follow:

    1. Does the use of the elicitation technique has significant effect in teaching speaking skill of SMP Muhammadiyah 61 Tanjung Selamat?

2. How is the use of elicitation technique technique has significant effect in teaching speaking skill of SMP Muhammadiyah 61 Tanjung Selamat?

E. The Objective of the Study

Based on the problem of the study, the aims of the study are:

1. To find out whether the elicitation technique has significant effect in teaching speaking skill of SMP Muhammadiyah 61 Tanjung Selamat?

2. To describe how the use of elicitation technique give a significant effect in teaching speaking skill of SMP Muhammadiyah 61 Tanjung Selamat

F. The Signification of the Study

The significance of the study are expected to be useful theoretically and practically,

1) Theoretically

This research is expected to be a reference for other researchers who want to conduct research on the effect of the elicitation technique in teaching speaking skill in Vocational Schools or at universities.

2) Practically

a. To Researchers

The researcher hopes that this research will be useful to develop their speaking skill to students. Researchers hope that the results of this study can be used as additional references in other studies.

b. To Students

The results of this study are expected to make the learning process

more interesting and fun, so that it will to enrich students' speaking skill.

c. To English's Teachers

Teachers need to use interesting techniques and media such as the elicitation technique. Students will be interested in following the lesson and they must be able to develop a good atmosphere in the classroom, so that students learn in a comfortable situation.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework.

To conducting Research, theory has need to explain some concepts or terms applying in research. Some terms are incorporated in this study and to be explain theoretically.

2.1 Speaking Skill

2.1.1 Definition of Speaking

Speaking is the ability to produce words in language practice. Speaking is an important skill that students have to master. It is because in speaking we can know the students' ability to produce the target language or English. Speaking is to express thought a loud using the voice or talk. It means that when someone interacts with other by using a language as a mean, certainly, they want to convey something important. For example, they want to utter their feeling and thought. It is strongly impossible for someone to make a communication with other withouthaving any purpose (Saldaria et al., 2019).

As people communicate, there must be speaker and interlocutor. Therefore, communication involves at least two people; sender and receiver. They need communication to exchange information, ideas, opinion, view or feeling.

There are many reasons why people speak to each other. One primay use of language is to establish and maintain social relationship.

We say "hello" to people when we meet them, exchange small talk about the weather, work, sport and family relationships. As part of this social use of language we also try to entertain each other by making jokes and telling anecdotes and stories. We may also share views and opinions on a variety of subjects. When we chat to friends there is no agenda of what we should cover. Those involved in the converstaion can introduce a variety of subjects (Watskin, 2013).

From those theories, the researcher concludes that speaking is important to communicate with other people and it is used as media to show ideas, opinions, thoughts and feeling to other.

2.1.2 The Function of Speaking

There are so many function of speaking namely:

a) 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.

b) 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.

c) 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.

d) 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 11 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 (Tarigan, 2017).

2.1.3 Teaching in Speaking

The goal of teaching and learning English in Indonesia is to develop communicative skills that include the skill of listening, speaking, reading and writing proportionately. Therefore, the teacher should provide the students with speaking task and give them opportunities to used the target language to communicate with others. According to Harmer 2000, there are three basic reasons why it is a good idea to give students speaking task with provoke them to used all and any language at their comment. Those are:

a) Rehearsal

Getting student to have a free discussions, gives them a chance to rehearse having discussions outside the classroom. Teacher asks studentsto rehearse outside classroom in order to know how their speaking ability can improve. From those, students can improve their speaking abilityexcept in the class.

b) Feedback

Speaking tasks where students are trying to used all and any language that they know to provide feedback for both teacher and students. Teacher can see how well their class is doing and what language problems they have. Students can also see how easy they find a particular kind of speaking and what

they need to do to improve. Students activities can give them enormous confidence and satisfaction, and with sensitive teacher guidance a can encourage them into further study.

c) Engagement

Good speaking activities can be highly motivating. If all students are participating fully and if the teacher has set up the activity properly and can give sympathetic and usedful feedback, they was get tremendous satisfaction from it. Many speaking tasks (role-play, discussion, problem solving etc) are intrinsically enjoyable in themselves. In this thesis, the researcher was explain about expression of asking for and giving opinion that it is one of the material English at the eighth grade Jeremy in Thesis (Armita, 2017).

2.1.4 Measurement of Speaking Skill

Measurement of Speaking Skill To know the improvement of students' speaking skills has been made by the students after being treated by some problem sticks, their speaking ability was be measured by speaking measurement adapted from Arthur Hughes (2007) collaborated with FSI (foreign service instate). There are five components have ratting range from 1-6 with different weighting point from the lowest to the highest. The speaking measurement contains of some component elaborated from students' skill including their pronunciation, grammar, vocabulary, fluency and comprehension.

a) Pronunciation:

   1) Pronunciation frequently unintelligible.

   2) Frequent gross errors and a very heavy accent make understanding difficult, require frequent repetition.

   3) Foreign accent require concentrated listening, and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary.

   4) Marked foreign accent and occasional mispronunciations whichdo not interfere with understanding.

   5) No prominent mispronunciations, but would not be taken for a native speaker.

   6) Native pronunciation, with no trace of foreign accent.

b) Fluency :

   1) Speech is so halting and fragmentary that conversation is virtuallyimpossible.

   2) Speech is very slow and uneven except for shot or routine sentences.

   3) Speech is frequently hesitant and jerky; sentences may be leftuncompleted.

   4) Speech is occasionally hesitant, with some unevenness caused byrephrasing and grouping for words.

   5) Speech is effortless and smooth, but perceptively non-native in speedand evenness.

6) Speech on all professional and general topics as effortless andsmooth as a native speaker's.

2.2 Elicitation Technique

2.2.1 Definition of Elicitation Technique

Elicitation is a term used to describe teachers' techniques and procedures in encouraging learners to actively participate during classroom interaction by providing some information or prior knowledge rather than giving it directly to them (Rastari et al., 2023). By using this technique, teachers can stimulate students to respond or share their opinion.

With each other by linking interaction pattern will automatically lead the classroom atmosphere to become alive since learners actively contribute to the learning process. Consequently, learning happens naturally because learners give them to contribute in a natural way by responding to and answering their teachers' elicitation during classroom interactions takes place. Furthermore, elicitation can be done in many ways. One way in applying this technique is by giving questions and prompts. States that teachers who want students to show their language competence should use suitable types of questions and prompts in order to elicit the desired forms.Based on his statement, it can be assumed that types of questions and prompts should consider learners' condition and ability including their level of speaking proficiency in order to make the elicitation runs smoothly and can achieve the expected responses from

students.

According to Report Fitri classifies eliciting techniques into six subcategories as follow:

1) Elicitation for Information

This is the kind of elicitation which invites the addressee to supplya piece of information.

2) Elicitation for Confirmation

The second subcategory is Elicitations which invite the addressee to confirm the speaker's assumption. It can be realized by tag interrogatives, declaratives, positive and negative polar interrogatives.

3) Elicitation for Agreement

The third subcategory is those which invite the addressee to agree with the speaker's assumption that the expressed proposition is self- evidently true. It is most commonly realized by tag interrogatives and negative polar interrogatives, both spoken with a falling tone.

4) Elicitation for Commitment

There is yet another subcategory of Elicitation which differs from the above three subcategories in that it elicits more than just a verbal response from the addressee. It also elicits commitment of some kind. Let us identify it as 'Elicit: commit' for want of a better label.

5) Elicitation for Repetition

This subcategory prospects a repetition of the utterance preceding the Elicitation. It is may later the former Elicit: repeat. The former is realized by with interrogatives such as 'Who/When/Where/What did you say?', 'Say that again?' or words such as 'Sorry?', 'Pardon?' or 'Huh?' (Fitri, 2020).

6) Elicitation for Clarification

This subcategory of elicitation has a greater variety of realizations. It can be realized by wh-interrogatives such as 'What do you mean?', 'Which room?', 'Where?' or a high key repetition of a word or phrase in the preceding utterance.

2.2.2 The Purposes of Elicitation Technique

There are some factors which affect the teachers in using the elicitation techniques stated, they are:

a) Lack of skill and knowledge of teachers.

b) Lack of confidence of students in class participation.

c) Passive recipients of information.

d) The short duration of a class.

e) Late arrival of students in class.

f) Reluctant students.

g) Large class size.

h) Low level of learners (Halim & Halim, 2019).

2.2.3 The Advantages of Elicitation Technique

Some of the most important aspects to highlight are that elicitation has several advantages such as:

a) First, keep the students alert, this can be done by asking randomly to any student. They should be focus in order to answer any possible question from the teacher.

b) Second, eliciting helps you realize if the students are listening and understanding or not: Asking key questions about the topic. For instance: Why do you think is important to preserve the water?

c) Eliciting helps you find out what they already know: By starting with easy questions and working towards more difficult ones (Gonzalez & Florez, 2017).

And finally, elicitation can mean more student talking time (STT)/ cut down on teacher talking time (TTT): The fact that students responses are often in oral way, means that they are Speaking more often than they would be if they just listening to an explanation by the teacher.

2.2.4 The Disadvantages of Elicitation Technique

Some of the most important aspects to highlight are that elicitation has several disadvantages such as:

a) First, eliciting can be time consuming: Sometimes explanations can take a lot of time in this way, instead of

simply provide the meaning.

b)   Second, one student can dominate answering your elicitation questions: There will be always at least one or two students that will want to answer everything (this depends on learners learning style).

c)   Third, eliciting can be met by silence: This could mean that students do not know the answer (Gonzalez & Florez, 2017).

Based on this information, elicitation seeks to provoke the students to produce language by activating previous schemata and as a result increase speaking skills in the classroom.

In conducting needs elicitation, there are several techniques that can be used, such as interview techniques, observation techniques, and document observation techniques (Siahaan, 2012). The choice of elicitation technique depends on time, available resources and the type of information required (Nuseibeh and Eastbrook, 2000 in Siahaan, 2012). Requirements elicitation aims to find out what needs are needed by the system to be developed, to know the characteristics of the system users, and to know the limitations contained in the system to be developed. The results of requirements elicitation are functional and non-functional requirements that can be implemented in the system to be developed.

2.2.5 Steps to Use the Elicitation Technique

There are various ways in which teachers can use elicitation techniques to achieve different learning objectives. According, to (Nathan, 2009) the four main techniques below and provide brief suggestions on how these techniques can be used effectively by educators.

1. Concept Trigger

    This approach encourages students to define and explain concepts in their own words. Therefore, it can be very effective for vocabulary and grammar lessons. The teacher begins by presenting a picture or by describing a word without saying it. Encourage students to guess words based on descriptions or visual cues.

2. Open Questions

    This encourages students to respond with more than just one-word answers. Students are encouraged to try and express their opinions, thoughts and ideas in a coherent manner. A simple discussion starter would be a great example of this approach. Ask open-ended questions to the class and encourage students to respond and exchange insights through group discussions. Please note that open-ended questions may not be appropriate for all students. Low ability students may not have the language to answer these questions to their own satisfaction. More guided questions may be necessary.

3. Settlement Request

In this case, the teacher provides pieces of text for students to complete. This technique strengthens sentence structure and context-based understanding. Educators provide sentences with missing words or phrases and ask students to complete them using appropriate vocabulary or grammar. Ask students to fill in the blanks with appropriate verbs. Learning can be structured by providing 4 different alternatives, where students choose the correct answer.

4. Visual Elicitation

This technique uses images, videos, or real-world scenarios to initiate discussion and responses. These cues have been proven to stimulate creativity and improve students' understanding. The lesson begins with the teacher showing a series of pictures depicting a series of events. Ask students to describe what is happening in each picture and then use their descriptions to create a cohesive story.

B. Conceptual Framework

The main focus of this research is the use of the Elicitation Technique to influencing students' ability in writing descriptive text. This research will be given in the following diagram:

Table 2.1 Conceptual Framework

```
┌──────────────┐              ┌──────────────┐
│  Elicitation │              │   Teaching   │
│   Technique  │              │ Speaking Skill│
└──────────────┘              └──────────────┘
              ↘              ↙
            ┌──────────────────┐
            │ Eight Grade Students │
            └──────────────────┘
        ↙            ↓            ↘
┌──────────┐  ┌──────────┐  ┌──────────┐
│ Pre - Test │  │          │  │ Post - Test │
└──────────┘  ┌──────────┐  └──────────┐
              │ Treatment │
              └──────────┘
                   ↓
              ┌──────────┐
              │  Finding  │
              └──────────┘
          ↙                ↘
  ┌──────────┐        ┌──────────┐
  │ Conclusion │        │ Suggestion │
  └──────────┘        └──────────┘
```
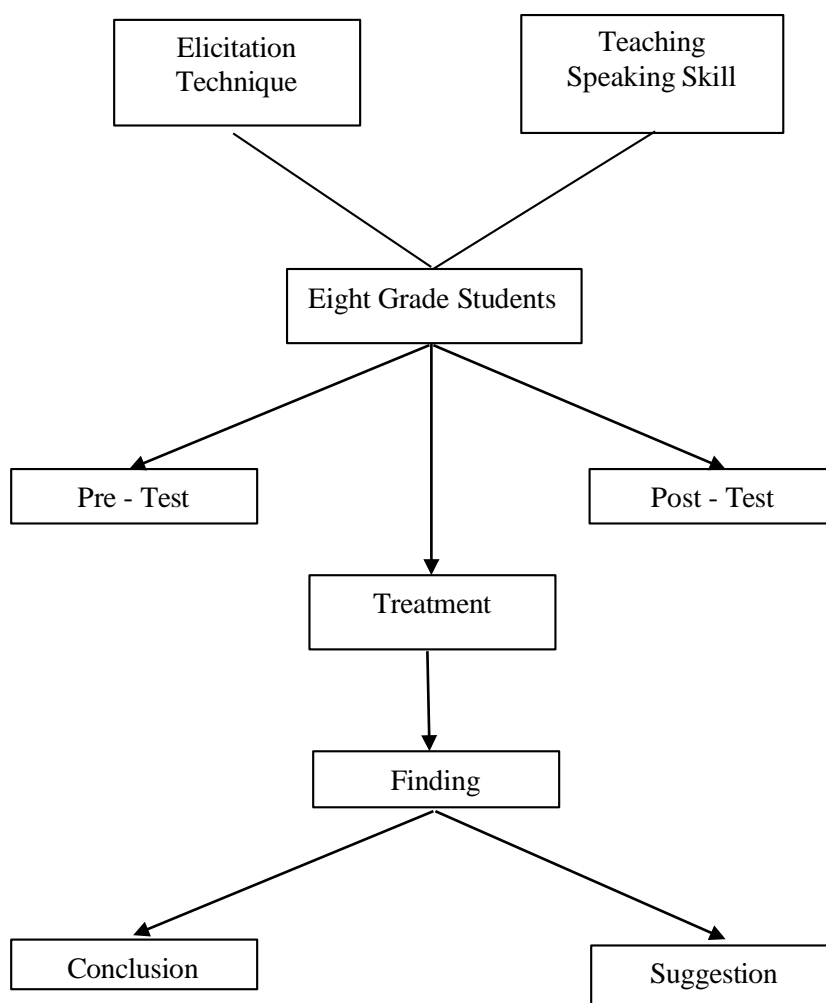
At this stage, main information was collected about students' abilities in teaching speaking skills and Elicitation Technique which was delivered to class VIII students at SMP Muhammadiyah 61 Tanjung Selamat. By giving a speaking test before applying the treatment. The stages are Pre-test, Treatment and Post-test.

In the next stage, researchers applied tests to influence speaking skills. Namely teaching speaking skills to students using the Elicitation Technique strategy which applies the repetition method.

At the discovery stage, researchers will find out the effect of using applications in each students' speaking skills. Maybe pre test, treatment, post test can show results. Does each other's speaking skills influence each other or not.

C. Hypothesis

To test whether or not there is an effect between the variable X (Elicitation Technique) with variable Y (Teaching Speaking Skill), then the following hypothesis:

Ha   : Elicitation Technique is able to affect the Teaching Speaking Skill

Ho   : Elicitation Technique is not able to affect the Teaching Speaking Skill

D. Previous Research

First, the tittle "The Use Of Elicitation Technique In Teaching Speaking To Junior High School Students" Many students have difficulties in speaking, especially junior high school students. Some of the problems faced by junior high school students are the students do not want to talk or say anything. They feel shy to speak in front of their friends and afraid of making mistakes. Students are often frustrated to speak in a foreign language in the classroom because they scared of criticism or losing face, or shy of the

attention. Furthermore, they keep using their own language (mother tongue). These difficulties show the necessary activities or technique must be designed by the teacher in the classroom in order to enable the students to produce a meaningful English oral performance as well as to overcome their problems and weakness.

One of the techniques that the teacher can apply is elicitation technique. Elicitation describes procedures that allow the teacher to get the students to provide information rather than give it to them. One way to elicit is by asking questions. Asking questions is the main technique for getting ideas and responses from the students (Husna & Amri, 2018).

Second, title The Effect Of Elicitation Technique In Students' Speaking Achievement At SMA Swasta HKBP Sidorame Medan" The objective of this research was to find out the effect of elicitation technique in improving students' speaking achievement. This research was conducted at SMA HKBP Swasta HKBP Sidorame, Jalan Dorowati Lorong gereja No.35 Medan. The population of this research was the XI grade students of the academic year 2022/2023. There were 2 classes consisting of 14 students. The sample consisted of 28 students were taken by using random sampling technique. The sample is devided into 2 clasess, the experimental group which consisted of 14students (XI IPA) taught by using elicitation technique and the control group consisted of 14 students (XI IPS) by using teacher technique. The instrument of collecting data was a speaking test. Each group was given a pre-test and post-test. The result of this research showed that t-

observed (3.018) was higherthan t-table (2.056) and degree of freedom (df) was 26. The final hyphotesis showed that H0 was rejected and Ha was accepted. It means that there was a significant the effect of elicitation technique in improving students speaking achievement (Sitorus, 2023).

Third, the tittle "Elicitation Techniques: Getting People to Talk About Ideas They Don't Usually Talk About" Elicitation techniques are a category of research tasks that use visual, verbal, or written stimuli to encourage participants to talk about their ideas. These tasks are particularly useful for exploring topics that may be difficult to discuss in formal interviews, such as those that involve sensitive issues or rely on tacit knowledge. Elicitationtechniques can also reduce power imbalances between interviewers and respondents, and they can enhance participants' ability to elaborate on their own conceptions of the world, rather than limiting them to categories derived from theory or previous research. Among the most useful of such techniques are those that involve respondents in arranging stimulus materials, constructing materials in response to stimuli, and explaining stimulus materials. Each of these has been used to explore important topics in social education, and familiarity with a range of elicitation techniques enables researchers to overcome many barriers to productive interviewing (Barton, 2015).

Fourth, the tittle "Elicitation Techniques in Turn-taking Practices in EFL Classroom Interaction" This research aimed to analyze the practice of elicitation technique in EFL classroom interaction. The research   was

conducted in descriptive qualitative method. There were three English teachers taken as participant. The data were collected by observation. The result of this research revealed eight types of elicitation; elicit: inform, elicit: confirm, elicit: product, elicit: choice, elicit: repeat, elicit: process, elicit: clarify, and elicit: agree were used by English teachers. Elicit: inform was the most frequent type of elicitation used which reached 58,30%. This indicates that English teachers had applied elicitation techniques in turn- taking practices in EFL classroom interaction (Yenti et al., 2022).

Fifth, the tittle "Elicitation Technique Employed by EFL Teachers in Motivating Junior High School Students to Speak" This study was inspired by the lack of teaching techniques that could accommodate students' speaking skills as the main indicator determining students' success in learning English. The elicitation technique could be used by teachers to initiate students to speak during the learning process. A descriptive qualitative method was employed which aimed to investigate the types of elicitation techniques used, the way to implement them, and students' responses to the elicitation techniques employed by the English teachers in motivating students to speak. There were two English teachers and ten students consisting of seventh and eighth grades involved as the participants in this study. Checklist, classroom observation, interview, and video audio recordings were conducted as the methods of data collection by means of observation checklist, observation sheet, interview guide, as well as video- audio recorders. The data were analyzed based on the category of elicitation

techniques proposed by Cross (1992). The findings showed that there were 10 types of elicitation techniques used. Speech Prompts 44.5 (28.7%), WH Short-Answer Question 42.5 (27.4%), and Yes-No Question 37 (23.9%) were the most frequent types used by the teachers in eliciting students to speak. In addition, it was also revealed that the elicitation techniques were employed by the teachers in all the teaching segments. Eight out of ten students positively responded by feeling motivated to speak in English. This indicated that the elicitation techniques used by the teachers could motivate students to speak in English (Rastari et al.,2023).

BAB III

RESEARCH METHODOLOGY

A. Location and Time of Research

This Research was conducted at SMP Muhammadiyah 61 Tanjung Selamat at Jl. Perjuangan No.18 Dusun II – B, Tanjung Selamat, Kec. Sunggal, Kab. Deli Serdang Prov, Sumatera Utara. It was conducted at the 8th Grade students of first semester a Academic Year 2023/2024. The reason for choosing this school is because of this school have characteristics in accordance with the research.

B. Population and Sample

1. Population

The population of this research is the eight grade students of SMP Muhammadiyah 61 Tanjung Selamat of 2023/2024 academic year who consists of 90 Students in 3 parallel classes (VIII 1 until VIII 3).

Table 3. 1 Population of Research

No	Class	Population
1	VIII - 1	30
2	VIII - 2	30
3	VIII - 3	30
Total		**90**

2. **Sample**

The sample is part of the number and characteristics possessed by the population. In this research, the researcher applied cluster random sampling technique because the population was in the group.

Cluster random sampling is similar to simple random sampling except that groups rather than individuals are randomly selected, the sampling unit is a group rather than an individual. In cluster sample, the samples are not taken individually, but are based on the group of the individuals. And the procedure cluster random sampling can use lottery, ordinal and randomly (Hadi, 2004).

Table 3. 2 Sample of Research

No	Class	Sample
1	VIII - 1 (Experimental Group)	30
2	VIII - 2 (Control Group)	30
Total		**60**

C. Research Design

This research was conducted using experimental research. Experimental design is the traditional approach to conducting quantitative research. The aim is to find out whether there is a significant effect of using Elicitation Technique on students or not. There were two groups in this research, they were experimental group and control group. Pre-test will be applied before treatment and post-test will be applied after treatment. In conducting the treatment, the researcher used the Elicitation Technique in the experimental group while the

control group used conventional teaching media such as reading method. The design was explained as follows:

Table 3. 3 The Research Design

Group	Pre-test	Treatment	Post-test
Experimental (VIII - 1)	√	Using Elicitation Technique	√
Control (VIII - 2)	√	Using Conventional Technique (Speaking Skill)	√

D. The variable of the study

The variable is a term that support on the symptoms, characteristics, or circumstances whose occurrence is different for each subject. The variable is the object of research, or what is to become a focal point of research. This study uses a correlation research method, namely research that looks at the relationship between two or more variable. This study consist of two variable (independent variable) and dependent variable (dependent variable).

a. Independent variable

The independent variable is the variable which give rise to an influence on a dependent variable. Independent variable or as the "X" variable, namely the elicitation technique of SMP Muhamamdiyah 61 Tanjung Selamat.

b. Dependent variable

The dependent variable is the variable that raised by the independent variable. Dependent variable or as variable "Y" is the in teaching speaking English student of SMP Muhammadiyah 61 Tanjung Selamat.

E. Technique for Collecting the data

Researchers tested and administered questionnaires in data collection, pre-test and post-test. The pre-test is given to determine the previous ability before doing the material and the post-test will show the effect of teaching speaking English student after presenting the material using the elicitation technique.

The data of this study were collected using a pretest, treatment and posttest. To collect data, the researcher will use the following steps:

1. Pre-test

   Before giving the treatment, the researcher gives the students a pre-test as a test to measure teaching speaking English student. The test was given to the experimental and control group. After giving the pre-test the researcher checked the students' work to find out how the students reading comprehension. After giving the pre-test the researcher gave treatment to the students.

2. Treatment

   Treatment in the experimental group to effect using the elicitation technique. Both of experimental and control group were taught by using the same topics but different treatments. Treatment means the researcher uses the elicitation technique as a media for teaching speaking English student. There is a safe procedure research, researchers need 2 months to conduct research.

3. Post Test

After having the treatment, the students of both groups would be given the post-test. This is intended to determine the success of the treatment or not. The post-test has the same procedure as the pre-test.

F. Research Instruments

Research instruments relate to data collection activities and data processing, because the instrument is a tool for collecting and processing data about the variables studied. States that a research instrument is a tool used to measure observed natural and social phenomena. Specifically all these phenomena called research variables. In this research the author used a test instrument as a research instrument.

a. Test Instrument

Test instruments are used to measure knowledge or mastery towards certain learning materials. Testing is one of them a comprehensive, systematic and objective procedure whose results are forthcoming can be used as a basis for making learning decisions carried out by the teacher, in this research, wherethe researcher used the data collection instrument is in the form of practicaltest questions that was tested on students, to measure learning outcomes using learning media (Arikunto, 2010). The test was taken from the speaking test and consists of 10 multiple choice questions. Where the data collection was in the form of speaking practices for class VIII students.

Tabel 3. 4 Rubrics of Scoring Speaking Test

Aspect	Percentage	Score	Grade	Max Score
Content	15 %	15-13	Excellent to Very Good	15
		12-10	Good to Average	
		9-7	Fair to Poor	
		6-4	Very Poor	
Vocabulary	20 %	20-18	Excellent to Very Good	20
		17-14	Good to Average	
		13-10	Fair to Poor	
		9-7	Very Poor	
Comprehention	20%	20-18	Excellent to Very Good	20
		17-14	Good to Average	
		13-10	Fair to Poor	
		9-7	Very Poor	
Fluency	20%	20-18	Excellent to Very Good	20
		17-14	Good to Average	
		13-10	Fair to Poor	
		9-7	Very Poor	
Pronunciation	25%	25-22	Excellent to Very Good	25
		21-19	Good to Average	
		17-11	Fair to Poor	
		10-5	Very Poor	
TOTAL SCORE				100

Source : Result of research data processing.

G. Technique for Analyzing the Data

In analyzing the data, some techniques will be as follow:

1) Normality Test

According to (Rohaeti, 2021) the data normality test is a form of testing the normality of the data distribution. The purpose of this test is to determine whether the data taken is normal data or not.

In this study, the normality test used was the Kolmogorov-Smirnovatest. Testing the normality of the data with the Kolmogorov-Smirnovatest can be done with the help of the SPSS version 16.0 for windows program with the significant level used is 5% (0.05).

1) If sign > 0.05 then the data is normally distributed.

2) If the sign < 0.05 then the data is not normally distributed.

2) Homogeneity Test

Homogeneity test of variance test aims to determine whether the data pair to be tested for differences represents the variance that is classified as homogeneous (not different) (Rohaeti, 2021) . This is done because to use a different test, the variance of the data group to be tested must be homogeneous.

To simplify the calculation of data homogeneity, the researcher used the SPSS version 16.0 for windows program with the following conditions:

1) The value of sig > 0.05 then the data has a homogeneous variance.

2) The value of sig < 0.05 means that the data has a non-homogeneous variance.

3) Hypothesis Test

Hypothesis testing was used to compare two unpaired samples using the t-test Independent Sample T test with the help of SPSS version 16.0 for windows. The t-test was used to test the significance of the difference in the average class effect. The requirements for the Parametric Statistical Test are that the data must first be confirmed to be normal. According to Imam Ghozali (2012:66) the conditions used in the significance value (Sig) are:

1) If the value of Sig (2-tailed) < 0.05, then there is a significant difference between learning outcomes in CLASS VIII - 1 and CLASS VIII - 2.

2) If the value of Sig (2-tailed) > 0.05, then there is no significant difference between learning outcomes in CLASS VIII - 1 and CLASS VIII - 2.

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

Based on research, there are two groups in this study, namely the experimental group and the control group. First, the experimental group was given a pre-test before being given treatment. Then the experimental group was given treatment with Elicitation Technique. After being given treatment, the experimenter was given a post-test. Based on the pre-test and post-test table for the experimental group above, it shows that the lowest pre-test score with a score of 35 was 1 person and the highest pre-test score with a score of 80 was 1 person. Meanwhile, the lowest post-test scores were 2 people with a score of 60 and 2 people with the highest post-test scores with a score of 95. Second, the control group was given a pre-test before being given treatment. Then the control group was given treatment using the lecture method. After giving treatment, the control group was given a post-test. Based on the control group pre-test and post-test table above, it shows that the lowest pre-test score with a score of 40 was 1 person and the highest pre-test score with a score of 80 was 2 people. Meanwhile, 4 people had the lowest post-test score with a score of 55 and 4 people had the highest post-test score with a score of 80.

1. Data Analyze

a. Validity Test

The validity test is used to determine the validity or suitability of the tests used by researchers in measuring and obtaining research data from

respondents.

The validity test of the questions consisted of 30 pretest questions and 30 posttest questions. This research was conducted on 30 class VIII 1 SMP Muhamamdiyah 61 Tanjung Selamat with the following results.

Basis of taking pearson validity test.

1. If the value of $r_{count} > r_{table}$ then the value obtained is valid

2. if the value of $r_{count} < r_{table}$ then the value obtained is not valid

To find the r_{table} value with N = 30 at 5% significance in the distribution of r_{table} statistical values, then the r_{table} value is 0.361

Table 4. 1 The Result of Validity Test

No	rcount	rtable	Explanation
1	0,635	0,361	Valid
2	0,528	0,361	Valid
3	0,782	0,361	Valid
4	0,378	0,361	Valid
5	0,685	0,361	Valid
6	0,756	0,361	Valid
7	0,455	0,361	Valid
8	0,757	0,361	Valid
9	0,525	0,361	Valid
10	0,475	0,361	Valid

Based on the results of the validity pretest and posttest above, it is stated that 20 questions are all valid and worthy of being a test.

b. Reliability Test

The reliability test aims to see whether the test has consistency if the measurement is carried out with the test being carried out repeatedly.

The basis for taking the Cronbach alpha reliability test according to (Wiratna Sujewerni, 2014), the test is said to be reliable if the Cronbach alpha value is > 0.6.

Table 4.2 The Result of Reliability Test

Case Processing Summary			
		N	%
Cases	Valid	10	100.0
	Excluded	0	.0
	Total	10	100.0

Reliability Statistics	
Cronbach's Alpha	N of items
.845	10

Based on the test results of the 10 items questions above, it can be seen that 0.845 > 0.60 so that it can be seen from the table above that the Cronbach Alpha value is more than 0.60 so it can be concluded that the 10 items used in this test are reliable, meaning that there are data similarities at different times and times so that the resulting data is accurate.

c. Descriptive statistics

Descriptive statistics are used to describe or describe the data that has been collected as it is in this study. Based on the SPSS processed data which includes the results of the pretest and posttest from the experimental group and the control group, it will be possible to know the maximum value, minimum value, mean and standard deviation of each variable which can be seen in table 3.6 below :

Table 4.3 The Result of Descriptive Statistics

Descriptive Statistics					
	N	Minimum	Maximum	Mean	Std. Deviation
PreTest Eksperimen	30	35	80	57.33	9.977
PostTest Eksperimen	30	60	95	72.83	8.777
PreTest Kontrol	30	40	80	58.33	9.408
PostTest Kontrol	30	55	80	66.33	8.087
Valid N (listwise)	30				

Based on table 3.6, it can be seen the number of samples, mean value, the maximum value, the minimum value and the standard deviation value for each variable.

d. Normality Test

Normality test is used to determine whether the samples obtained are normally distributed or not. In this study, the normality test was determined using a statistical test with the help of the SPSS program, namely the Kolmogorov-Smirnova test.

The results of the normality of this study can be seen in the following table:

Table 4.4 Test of Normality

		Kolmogorov-Smirnov[a]			Shapiro-Wilk		
	Kelas	Statistic	df	Sig.	Statistic	df	Sig.
Students' Learning Result	PreTest Eksperimen	.139	30	.146	.975	30	.696
	PostTest Eksperimen	.160	30	.059	.942	30	.104
	PreTest Control	.130	30	.200[*]	.974	30	.639
	PostTest Control	.147	30	.099	.937	30	.076

The normality test above is used to determine whether the distribution is normal or not. The conditions used are if P (Asymp. Sig. > 0.05 then the results are said to be normal. Conversely, if P<0.05 then the results are said to be abnormal. From the results of the normality test above the pretest items in the experimental group are obtained (Sig = 0.146) and items The posttest obtained (Sig = 0.059) showed that the normality test was normally distributed (Sig> 0.05), then the pretest item was obtained in the control group (Sig = 0.200) and the posttest item obtained (Sig = 0.099) also stated that the normality test was distributed normal.

e. Homogeneity Test

Based on the instrument trials that have been carried out in the experimental group and control group, each result is obtained which is presented in the form of the following table:

Table 4.5 Test of Homogeneity

Test of Homogeneity of Variance		Levene Statistic	df1	df2	Sig.
Students' Learning Result	Based on Mean	.022	1	58	.882
	Based on Median	.014	1	58	.905
	Based on Median and with adjusted df	.014	1	54.043	.905
	Based on trimmed mean	.019	1	58	.891

From the output of the homogeneity test results above, it shows sig 0.882, it can be explained that the value of sig > 0.05, it can be concluded that the test results show that the data is homogeneous.

f. Hypothesis Test

The hypothesis test in this study used a t-test with a sample of 60 students divided into 2 groups, namely experimental and control through tests in the form of pre-test and post-test. To find out whether or not there is an influence in this study, it can be seen in the table below.

The basis for making t-test decisions are as follows:

1) If the significance value (2-tailed) < 0.05, then Ho is rejected and Ha is accepted.

2) If the significance value (2-tailed) >, then Ho is accepted and Ha is rejected.

In the t-test used is the Independent Sample t-test with the help of SPSS 26.0 for windows.

Table 4.6 The Result of Hypothesis

Group Statistics					
	Model Pembelajaran	N	Mean	Std. Deviation	Std. Error Mean
Students' Learning Outcomes	Model Pembelajaran A	30	72.83	8.777	1.603
	Model Pembelajaran B	30	66.33	8.087	1.477

Independent Samples Test										
		Levene's Test for Equality of Variances		t-test for Equality of Means						
									95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Students' Learning Outcomes	Equal variances assumed	.022	.882	2.983	58	.004	6.500	2.179	2.138	10.862
	Equal variances not assumed			2.983	57.615	.004	6.500	2.179	2.138	10.862

Based on the output of the table above, the data on the results of the t-test in the table shows that there is a significant effect to enrich the scores of students in class VIII 1 (Elicitation Techniques) with the posttest (M =

72.83 , SD = 8.777) and the scores of students in class VIII 2 (Using Conventional Method) with the posttest (M = 66.33, SD = 8.087), t count = 2.983, value sig (2-tailed) = 0.004 < 0,05. then Ho is rejected and Ha is accepted. It can be concluded that there is a significant difference between learning result using the Elicitation Techniques Strategy to effect teaching speaking skill which is higher than using conventional technique. Thus there is an effect of elicitation technique in teaching speaking skill.

B. Discussion

According to (Sugiyono, 2018), the t test is a test which basically shows how far the influence of the independent variable has on the influence of the dependent variable by assuming other independent variables are constant. Based on the analysis of the research data, the analysis was carried out through an independent sample test statistical test. Based on the research study that the value sig (2-tailed) = 0.004 < 0,05 then Ho is rejected and Ha is accepted. It's shows that student learning result in framing teaching speaking skill improvement using Elicitation Techniques are higher than using conventional method.

Based on the findings of the pre-test and post-test results from the experimental group, it shows that the lowest score from the pre-test is 35 and the highest score from the pre-test is 80. Meanwhile, the lowest score from the post-test is 60 and the highest post-test score is 95. Based on the table above the pre-test and post-test values of the control group show that the lowest pre-test score is 40 and the highest pre-test score is 80.

While the lowest post-test score is 55 and the the highest post-test is 80.

Based on previous related study entitled "The Use Of Elicitation Technique In Teaching Speaking to Junior High School Students" Many students have difficulties in speaking, especially junior high school students. Some of the problems faced by junior high school students are the students do not want to talk or say anything,This statement has similarities with what researchers found in this study. This research has similarities in that the research conducted by researchers shows that the Elicitation technique has an influence.

Another study was also done by The Effect Of Elicitation Technique in Students' Speaking Achievement At SMA Swasta HKBP Sidorame Medan" The objective of this research was to find out the effect of elicitation technique in improving students' speaking achievement. In the observation, the researcher uses a type of experimental research, namely how to find a causal relationship between two factors that are deliberately caused by researchers and the population in this study with research conducted by researchers.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

This research examines the problems of students who experience difficulty in generating and organizing ideas and students who lack confidence in conveying their thoughts. Research findings reveal that during the teaching and learning process, teachers do not have many strategies to teach speaking skills well. The teacher only provides an explanation of English grammar and structure. Teachers who still use conventional methods (direct methods) which only focus on grammar make students feel nervous when speaking English in front of the class.

This research has an impact on the teaching speaking skill of eighth grade students at SMP Muhammadiyah 61 Tanjung Selamat. There is a significant influence on the teaching speaking skill after using the Elicitation Technique. With this learning strategy, students become more interested in the learning process that takes place in class. And Research has implications as a source of information and reference material for further research so that it can be further developed in other materials to improve the quality of learning.

This study provides important information about the effect of the Elicitation Technique in teaching speaking skill. Based on research results of t-test that Ho is rejected and Ha is accepted. It can be concluded that there is a significant difference between the pretest and posttest questions, thus there is an effect of Elicitation Technique to effect teaching speaking skill.

B. Suggestions

Based on the results of the discussion and conclusions, the suggestions in the research. These are as follows :

a) To English Teacher

As a teacher in the process of teaching and learning activities it is expected to pay attention to the strategies that will be used in learning, which of course must pay attention to the needs and suitability of learning media with students' abilities in teaching speaking skills. For example, by using the Elicitation Technique in learning and improving students' writing skills, teachers should use the Elicitation Technique as a learning method. Because the use of the Elicitation Technique will also train students to get used to using learning strategies as a learning method.

b) For Students

In today's modern era, it is hoped that it can maximize the use of learning strategies as learning methods to enrich scientific insights. So that students can be more active and have broader insights for learning.

c) For Other Researchers

Research on the Elicitation Technique learning method emphasizes cognitive assessment to determine the level of results based on research results related to learning using the media so that it can influence student learning outcomes in class VIII SMP Muhammadiyah 61 Tanjung Selamat.

REFERENCES

Abidin, Y. (2015). *Pembelajaran bahasa berbasis pendidikan karakter*. Refika Aditama.

Armita. (2017). *Improving Students' Speaking Skill in English Lesson With Action Learning Strategy at Eight Grade of MTS PAB 1 Helvetia*. in *Armasita*. The State Islamic University of North Sumatera.

Barton, K. C. (2015). Elicitation Techniques: Getting People to Talk About Ideas They Don't Usually Talk About. *Theory & Research in Social Education*, *43*(2), 179–205. https://doi.org/10.1080/00933104.2015.1034392

Creswell, J. W., & Creswell, J. D. (2018). Mixed Methods Procedures. In *Research Defign: Qualitative, Quantitative, and Mixed M ethods Approaches*.

Fitri, K. (2020). *Teacher's elicitation techniques in english classrom interactionat smk negeri 13 medan*.

Gonzalez, B. E., & Florez, V. V. (2017). *Elicitation Techniques Focusing on Participation In Efl*.

Halim, S., & Halim, T. (2019). Elicitation: A Powerful Diagnostic Tool for Actively Involving Learners in the Learning Process. *Arab World English Journal*, *1*, 115–126. https://doi.org/10.24093/awej/efl1.9

Husna, R., & Amri, Z. (2018). The Use of Eliticitation Technique in Teaching Speaking to Junior High School Students. *Journal of English Language Teaching*, *7*(4), 610–621. https://doi.org/10.24036/jelt.v7i4.101312

Rastari, K. L., Artini, L. P., Pratiwi, N. P. A., & Wiraningsih, N. P. (2023). Elicitation Technique Employed By Efl Teachers in Motivating Junior High School Students To Speak. *Journal of English Language and Culture*, *13*(2), 81–96. https://doi.org/10.30813/jelc.v13i2.3684

Saldaria, E., Ariawan, V. A. N., & Cahyani, I. (2019). Speaking skill of elementary students reviewed by gender. *Jurnal Prima Edukasia*, *7*(1), 20– 27. https://doi.org/10.21831/jpe.v7i1.20363

Sitorus, N. (2023). The Effect Of Elicitation Technique In Students ' Speaking Achievement At SMA Swasta HKBP Sidorame Medan. *INNOVATIVE: Journal Of Social Science Research Volume*, *3*(35), 6260–6264. https://doi.org/10.31004/innovative.v3i2.1093

Sugiyono. (2017). *Metode Penelitian Kuantitatif, Kualitatif, dan R&D*. Cv Alfabeta.

Tarigan, G. (2017). *Berbicara Sebagai Keterampilan Berbahasa*. Angkasa.

Watskin, P. (2013). *Learning to Teach English : A Practical Introduction for New Teachers*. Viva Books Private Limited

Yenti, D., Rahmalia, I., & Ridianto. (2022). Elicitation Techniques in Turn-taking Practices in EFL Classroom Interaction. *International Journal of Pedagogical Novelty (IJOPNOV)*, *1*(1), 25–29. https://jurnal.pustakagalerimandiri.co.id/index.php/IJOPNOV

APPENDIXES

Appendix 1

The Result of Pre-test and Post-test of Experimental Group

No	Student's Initial Name	Pre - Test	Post test
1	AP	65	75
2	AP	50	70
3	AC	45	60
4	AS	60	70
5	AW	50	65
6	AT	70	80
7	AA	55	65
8	FI	65	75
9	HL	60	85
10	IY	55	90
11	JA	55	85
12	MA	50	65
13	MA	60	80
14	MF	60	75
15	MR	70	95
16	MT	60	75
17	MQ	65	75
18	NR	35	65
19	NA	75	70
20	PD	65	70
21	RA	80	80
22	RH	60	75
23	RA	40	65
24	SP	60	70
25	SI	55	60
26	WA	45	65
27	WH	60	70
28	WT	50	70
29	WA	50	65
30	ZA	50	80

The Result of Pre-test and Post-test of Control Group

No	Student's Initial Name	Pre - Test	Post test
1	AA	65	70
2	AB	60	70
3	AN	75	80
4	AF	55	65
5	DN	60	65
6	DD	60	70
7	ER	40	55
8	EN	50	60
9	FH	55	65
10	FA	55	60
11	IK	65	80
12	II	70	80
13	MA	80	75
14	MF	50	60
15	MI	50	60
16	MU	65	75
17	NI	45	60
18	NK	65	70
19	RF	60	80
20	RA	55	60
21	RA	70	80
22	RD	60	65
23	RI	55	55
24	RY	45	55
25	RE	60	70
26	SW	45	55
27	SK	60	65
28	TW	80	85
29	WA	55	65
30	ZR	50	60

Test of Homogeneity of Variance

		Levene Statistic	df1	df2	Sig.
Hasil Belajar Siswa	Based on Mean	.022	1	58	.882
	Based on Median	.014	1	58	.905
	Based on Median and with adjusted df	.014	1	54.043	.905
	Based on trimmed mean	.019	1	58	.891

Case Processing Summary

		Cases					
		Valid		Missing		Total	
	Kelas	N	Percent	N	Percent	N	Percent
Hasil Belajar Siswa	PreTest Eksperimen	30	100.0%	0	0.0%	30	100.0%
	PostTest Eksperimen	30	100.0%	0	0.0%	30	100.0%
	PreTest Control	30	100.0%	0	0.0%	30	100.0%
	PostTest Control	30	100.0%	0	0.0%	30	100.0%

Descriptives

	Kelas			Statistic	Std. Error
Hasil Belajar Siswa	PreTest Eksperimen	Mean		57.33	1.822
		95% Confidence Interval for Mean	Lower Bound	53.61	
			Upper Bound	61.06	
		5% Trimmed Mean		57.31	
		Median		60.00	
		Variance		99.540	
		Std. Deviation		9.977	
		Minimum		35	
		Maximum		80	
		Range		45	
		Interquartile Range		15	
		Skewness		.025	.427

		Kurtosis		.216	.833
PostTest Eksperimen	Mean			72.83	1.603
	95% Confidence Interval for Mean	Lower Bound		69.56	
		Upper Bound		76.11	
	5% Trimmed Mean			72.41	
	Median			70.00	
	Variance			77.040	
	Std. Deviation			8.777	
	Minimum			60	
	Maximum			95	
	Range			35	
	Interquartile Range			15	
	Skewness			.639	.427
	Kurtosis			.145	.833
PreTest Control	Mean			58.33	1.718
	95% Confidence Interval for Mean	Lower Bound		54.82	
		Upper Bound		61.85	
	5% Trimmed Mean			58.15	
	Median			60.00	
	Variance			88.506	
	Std. Deviation			9.408	
	Minimum			40	
	Maximum			80	
	Range			40	
	Interquartile Range			15	
	Skewness			.221	.427
	Kurtosis			-.148	.833
PostTest Control	Mean			66.50	1.538
	95% Confidence Interval for Mean	Lower Bound		63.35	
		Upper Bound		69.65	
	5% Trimmed Mean			66.20	
	Median			65.00	

Variance	70.948	
Std. Deviation	8.423	
Minimum	55	
Maximum	85	
Range	30	
Interquartile Range	15	
Skewness	.325	.427
Kurtosis	-.737	.833

Tests of Normality

	Kelas	Kolmogorov-Smirnov[a]			Shapiro-Wilk		
		Statistic	df	Sig.	Statistic	df	Sig.
Hasil Belajar Siswa	PreTest Eksperimen	.139	30	.146	.975	30	.696
	PostTest Eksperimen	.160	30	.049	.942	30	.104
	PreTest Control	.130	30	.200*	.974	30	.639
	PostTest Control	.147	30	.099	.937	30	.076

*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

Group Statistics

	Model Pembelajaran	N	Mean	Std. Deviation	Std. Error Mean
Hasil Belajar Siswa	Model Pembelajaran A	30	72.83	8.777	1.603
	Model Pembelajaran B	30	66.33	8.087	1.477

Independent Samples Test

		Levene's Test for Equality of Variances		t-test for Equality of Means					95% Confidence Interval of the Difference	
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	Lower	Upper
Hasil Belajar Siswa	Equal variances assumed	.022	.882	2.983	58	.004	6.500	2.179	2.138	10.862
	Equal variances not assumed			2.983	57.615	.004	6.500	2.179	2.138	10.862

Descriptive Statistics

	N	Minimum	Maximum	Mean	Std. Deviation
PreTest Eksperimen	30	35	80	57.33	9.977
PostTest Eksperimen	30	60	95	72.83	8.777
PreTest Kontrol	30	40	80	58.33	9.408
PostTest Kontrol	30	55	80	66.33	8.087
Valid N (listwise)	30				

Appendix 2

LESSON PLAN

(EXPERIMENTAL GROUP)

Sekolah   : SMP Muhammadiyah 61 Tanjung Selamat

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/Ganjil

Materi Pokok   : Giving Instruction : *Verbal Instruction*

Aloksi Waktu   : 2 x 40 menit

Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran menggunakan model pembelajaran Problem Based Learning, dengan metode diskusi, dan bermain peran peserta didik diharapkan dapat mengamati, menentukan dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya, serta peserta didik dapat menyajikan dan menulis teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. Dalam kegiatan pembelajaran ini peserta didik dapat menunjukkan sikap disiplin, santun, kerjasama dan menghargai pendapat orang lain dalam berdiskusi.

Media Pembelajaran, Alat/Bahan dan Sumber Belajar:

Media Pembelajaran   : Projector, Laptop

Alat/Bahan   : Spidol, Papan Tulis dan Infocus

Sumber Belajar   : LKS

Kegiatan Pembelajaran

Pendahuluan:

- Melakukan pembukaan dengan salam pembuka, memanjatkan Syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran.

- Memeriksa kehadiran peserta didik sebagai sikap disiplin.

- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.

- Guru menanyakan peserta didik mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan yang sebelumya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi sebelumnya.

Inti:

- Guru melakukan pendekatan dengan mendorong siswa untuk menjelaskan konsep dengan kata-kata mereka sendiri sehingga dapat mengasah kosakata dan tata bahasa. Guru memulai dengan memberikan gambar visual atau mendeksripsikan sebuah kata tanpa

mengucapkannya.

- Guru memberikan pertanyaan berupa diskusi terbuka agar para siswa dapat dengan mudah mengutarakan pendapatnya, pemikiran dan ide-ide mereka secara runtut.

- Lalu guru membagikan peserta didik dalam kelompok terdiri dari 4-6 siswa/i yang keanggotaannya heterogen. Guru mendorong siswa untuk menjawab pertanyaan secara kelompok dan bertukar informasi secara kelompok.

- Setelah terbentuknya kelompok dan mendengarkan pendapat atau ide peserta didik. Guru memberikan potongan-potongan teks untuk diselesaikan oleh para peserta didik.

- Lalu guru meminta para peserta didik untuk melengkapinya dengan kosakata atau tata bahasa yang memang sudah tersedia.

- Setelah selesai guru meminta para siswa untuk bertukar informasi dengan kelompok yang lain.

- Lalu guru kembali memberikan rangsangan agar terbentuk kreativitas peserta didik berupa visualisaisi yang berupa video, percakapan ataupun gambar untuk meningkatan pemahaman para peserta didik.

- Setelah itu guru meminta para peserta didik untuk kembali mendeskripsikan apa yang terjadi pada setiap visualisasi yang diberikan oleh guru kemudian guru meminta para peserta didik untuk menggunakan deskripsi mereka untuk membuat cerita yang kohesif.

Penutup:

- Membuat kesimpulan singkat tentang giving instruction dan bagaimana respon yang harus diberikan.

- Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya.

- Guru mengakhirinya pembelajaran dengan ucapan doa dan salam.

Penilaian Hasil Pembelajaran:

Sikap	Observasi Spiritual (mengucapkan salam dan doa) Social (Hadir tepat waktu dan aktif dalam kegiatan pembelajaran)
Pengetahuan	Penugasan Peserta didik mencatat tentang giving instruction Peserta didik diminta untuk mengerjakan soal pretest dan posttest
keterampilan	Tes Praktik Peserta didik diminta untuk memberikan jawaban terhadap pertanyaan yang diajukan oleh guru Peserta didik diminta untuk membacakan hasil lembar kerjanya untuk dinilai oleh guru sebagai bentuk dalam penilaian speaking

Mengetahui,   Tanjung Selamat,   Mei 2024

Kepala SMP Muhammadiyah 61   Peneliti

Fitri Sajjira, S.Pd   Elsa Anatasya

NKTAM: 1380757   NPM. 1902050110

LESSON PLAN

(CONTROL GROUP)

Sekolah   : SMP Muhammadiyah 61 Tanjung Selamat

Mata Pelajaran   : Bahasa Inggris

Kelas/Semester   : VIII/Ganjil

Materi Pokok   : Giving Instruction : *Verbal Instruction*

Aloksi Waktu   : 2 x 40 menit

Tujuan Pembelajaran

Setelah mengikuti proses pembelajaran menggunakan model pembelajaran Problem Based Learning, dengan metode diskusi, dan bermain peran peserta didik diharapkan dapat mengamati, menentukan dan menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyuruh, mengajak, meminta ijin, serta menanggapinya, sesuai dengan konteks penggunaannya, serta peserta didik dapat menyajikan dan menulis teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyuruh, mengajak, meminta ijin, dan menanggapinya dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks. Dalam kegiatan pembelajaran ini peserta didik dapat menunjukkan sikap disiplin, santun, kerjasama dan menghargai pendapat orang lain dalam berdiskusi.

Media Pembelajaran, Alat/Bahan dan Sumber Belajar:

Media Pembelajaran : Projector, Laptop

Alat/Bahan : Spidol, Papan Tulis dan Infocus

Sumber Belajar : LKS

Kegiatan Pembelajaran

Pendahuluan:

- Melakukan pembukaan dengan salam pembuka, memanjatkan Syukur kepada Tuhan YME dan berdoa untuk memulai pembelajaran

- Memeriksa kehadiran peserta didik sebagai sikap disiplin

- Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran

- Guru mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan yang sebelumya serta mengajukan pertanyaan untuk mengingat dan menghubungkan dengan materi sebelumnya

  Inti:

- Guru menuliskan giving instruction di papan tulis

  o Stand up, please!

  o Sit down, please!

  o Open your book!

  o Don't be greedy!

  o Don't be noisy!

- Setelah peserta didik selesai mendengarkan penjelasan dan mengamati kemudian guru meminta peserta didik untuk mencatat dan mengikuti apa yang dibacakan oleh guru tersebut

- Guru meminta siswa/i untuk menyelesaikan beberapa exercise secara tertulis yang diberikan oleh guru

- Siswa kemudian membuat sebuah percakapan mengenai tema yang diberikan oleh guru lalu dibacakan didepan kelas

- Kemudian dipresentasikan didepan kelas dan peserta didik lain memberikan saran/ masukan kepada peserta didik yang mempresentasikan hasil kerjanya

Penutup :

- Membuat kesimpulan singkat tentang meminta perhatian dan responnya

- Siswa memperhatikan informasi tentang rencana kegiatan pembelajaran untuk pertemuan berikutnya

- Guru mengakhirinya pembelajaran dengan ucapan doa dan salam

Penilaian Hasil Pembelajaran :

Sikap	• Observasi Spiritual (mengucapkan salam dan doa) Social (Hadir tepat waktu dan aktif dalam kegiatan pembelajaran)
Pengetahuan	• Penugasan Peserta didik mencatat tentang giving instruction Peserta didik diminta untuk mengerjakan soal pretest dan posttest
keterampilan	• Tes Praktik Peserta didik diminta untuk memberikan jawaban terhadap pertanyaan yang diajukan oleh guru Peserta didik diminta untuk membacakan hasil lembar kerjanya untuk dinilai oleh guru sebagai bentuk dalam penilaian speaking

Mengetahui,   Tanjung Selamat,   Mei 2024

Kepala SMP Muhammadiyah 61   Peneliti

Fitri Sajjira, S.Pd   Elsa Anatasya
NKTAM: 1380757   NPM. 1902050110

PRETEST

NAMA : Nayla Rahmytunsa

KELAS : VIII - 1

Soal Pilihan Ganda (Multiple Choice)

1. Mom : Leo, why do you hit your brother's arm? Respect your brother!
   ....!

   Leo : All right. I'm sorry.

   X Be polite   c. Be punctual
   b. Be quit   d. Be smart

For questions 2-5, complete the dialogue with the best words.

Teacher : Ok. That's all for today. Before you go home, ... (2) your class. Tono, ...(3) the window

Tono : Yes, Sir.

Teacher : Wawan, come here, please.

Wawan : Ok Sir.

Teacher : ....(4) to my office, please.

Wawan : All right, Sir.

Teacher : And don't put them on my desk. ...(5) ...... booksheif.

Wawan : Yes, Sir.

Teacher : Thanks a lot, Wawan.

X 2.
   a. tidy up   X wrap up
   b. fold up   d. tighten up

3.
   a. sweep   c. chop
   X clean   d. circle

4.
   X sweep   c. bring those kids
   b. clean   d. close the window

5.
   X put it   c. put them
   b. clean it   d. close them

For question 6 complete the dialogue with the best words.

Miss Neneng : Muslih, why are you laughing? Is there anything funny with group 5's presentation?

Muslih : No, Miss.

Miss Neneng : Please... while your friends are speaking in front of the class.

Muslih : All right, Miss. Sorry.

6.
   X pay a visit   c. pay the food
   b. pay your fee   d. pay attention

For questions 7-9 complete the dialogue with the best words.

Guide : Sir, do you know what rule of coming to Balinese temple?

Foreigner : No, what is it?

Guide : ...(7) sarong and sash around your waist.

Foreigner : Oh, all right ...(8) on me, please. And what else should I do?

Guide : ....(9). You should go barefooted.

Foreigner : Okay

7.
   a. You must eat   X You should wear
   b. You could tear   d. You have to buy

8.
   a. Put them   c. Take them
   b. Hold them   X Clean them

9. ....
  ✓ a. Sit near the temple
  ✗ b. Take off your shoes
  c. Drink the holy water
  d. Watch the sun go down

For questions 10-12 complete the dialogue with the best words.

Wina : Oh my god, the fire from the cable is getting bigger!

Astuti : Stop screaming and unplug the wire!(10)

Wina : I can't do that!(11) Do it by yourself!

Astuti : Alright, alright(12). See? The fire is out.

10. The underline sentence is an example ✓ of .
  a. surprise   c. compliment
  b. apology   ✗ instruction
11. What does the underline sentence express?
  ✗ a. giving instruction
  b. denying instruction
  ✗ granting instruction
  d. accepting instruction
12. The underline sentence is the expression of....
  ✗ a. giving instruction
  b. denying instruction
  ✗ granting instruction
  d. accepting instruction

For questions 13-14 complete the dialogue with the best words.

Laudia : Auntie Silvi, where should I put the jelly?

Auntie : ...(13) in the refrigenerator.

Laudia : Oh, okay

Auntie : And...(14), please.

Laudia : What are you going to do with it?

Auntie : I'll make roasted fish.

13. ....
  ✓ a. put   c. blend it
  ✗ eat it   d. mash it
14. ....
  ✗ a. take the fish out
  b. bring the jelly out
  ✗ read aloud that sentence
  d. connect the cable with the electricity

For questions 15 complete the dialogue with the best words.

Erna : Are you listening to me? (15) Thomas?

Thomas : What? What did you say?

Erna : Just put the headset out, Thomas

Thomas : Oh, okay. Sorry. What is it?

Erna : Please buy me a soccer magazine tomorrow. Here is the money.

Thomas : Alright. No problem.

Erna : Thanks

15. Which sentence shows the ✗ instruction?
  a. 1   c. 3
  ✗ 2   d. 4

NAMA : Almira Cantika. S

KELAS : VIII – 1

Soal Pilihan Ganda (Multiple Choice)

1. Mom : Leo, why do you hit your brother's arm? Respect your brother!
   ✓ ....!
   Leo : All right. I'm sorry.
   a. Be polite   c. Be punctual
   ✗ Be quit   d. Be smart

For questions 2-5, complete the dialogue with the best words.

Teacher : Ok. That's all for today. Before you go home, ...(2) your class. Tono, ...(3) the window

Tono : Yes, Sir.

Teacher : Wawan, come here, please.

Wawan : Ok Sir.

Teacher : ...(4) to my office, please.

Wawan : All right, Sir.

Teacher : And don't put them on my desk. ...(5) on my bookshelf.

Wawan : Yes, Sir.

Teacher : Thanks a lot, Wawan

2. ....
   a. tidy up   c. wrap up
   ✗ fold up   d. tighten up
3. ....
   ✓ a. sweep   c. chop
   ✗ clean   d. circle
4. ....
   ✓✗ sweep   c. bring those kids
   b. clean   d. close the window

60

5. ....
   ✗ ✗ put it   c. put them
   ✗ b. clean it   d. close them

For question 6 complete the dialogue with the best words.

Miss Neneng : Muslih, why are you laughing? Is there anything funny with group 5's presentation?

Muslih : No, Miss

Miss Neneng : Please... while your friends are speaking in front of the class.

Muslih : All right, Miss. Sorry

6. ....
   ✗ ✗ pay a visit   ✗ pay the food
   b. pay your fee   d. pay attention

For questions 7-9 complete the dialogue with the best words.

Guide : Sir, do you know what rule of coming to Balinese temple?

Foreigner : No, what is it?

Guide : ...(7) sarong and sash around your waist.

Foreigner : Oh, all right. ...(8) on me, please. And what else should I do?

Guide : ...(9). You should go barefooted.

Foreigner : Okay.

7. ....
   ✓ a. You must eat   ✗ You should wear
   b. You could tear   d. You have to buy
8. ....
   ✗ a. Put them   c. Take them
   b. Hold them   ✗ Clean them

9. ....
   a. Sit near the temple
   b. Take off your shoes
   c. Drink the holy water
   d. Watch the sun go down

For questions 10-12 complete the dialogue with the best words.

Wina : Oh my god, the fire from the cable is getting bigger!

Astuti : Stop screaming and unplug the wire!(10)

Wina : I can't do that!(11) Do it by yourself!

Astuti : Alright, alright(12). See? The fire is out

10. The underline sentence is an example of..
    a. surprise   c. compliment
    b. apology   d. instruction
11. What does the underline sentence express?
    a. giving instruction
    b. denying instruction
    c. granting instruction
    d. accepting instruction
12. The underline sentence is the expression of...
    a. giving instruction
    b. denying instruction
    c. granting instruction
    d. accepting instruction

For questions 13-14 complete the dialogue with the best words.

Laudia : Auntie Silvi, where should I put the jelly?

Auntie : ... (13) in the refrigenerator.

Laudia : Oh, okay.

Auntie : And ...(14), please.

Laudia : What are you going to do with it?

Auntie : I'll make roasted fish

13. ....
    a. put   c. blend it
    b. eat it   d. mash it
14. ....
    a. take the fish out
    b. bring the jelly out
    c. read aloud that sentence
    d. connect the cable with the electricity

For questions 15 complete the dialogue with the best words.

Erna : Are you listening to me? (15), Thomas?

Thomas : What? What did you say?

Erna : Just put the headset out, Thomas

Thomas : Oh, okay. Sorry. What is it?

Erna : Please buy me a soccer magazine tomorrow. Here is the money.

Thomas : Alright. No problem.

Erna : Thanks.

15. Which sentence shows the instruction?
    a. 1   c. 3
    b. 2   d. 4

PRETEST

NAMA : Para Adit Pratama

KELAS : VIII-1

Soal Pilihan Ganda (Multiple Choice)

1. Mom : Leo. why do you hit your brother's arm? Respect your brother! ....!

   Leo : All right. I'm sorry.
   - a. Be polite
   - b. Be quit
   - c. Be punctual
   - d. Be smart

For questions 2-5, complete the dialogue with the best words.

Teacher : Ok. That's all for today. Before you go home, ...(2) your class. Tono, ...(3) the window

Tono : Yes, Sir.

Teacher : Wawan. come here, please.

Wawan : Ok Sir.

Teacher : ....(4) to my office, please.

Wawan : All right, Sir.

Teacher : And don't put them on my desk. ...(5) on my bookshelf.

Wawan : Yes, Sir.

Teacher : Thanks a lot, Wawan.

2. ....
   - a. tidy up
   - b. fold up
   - c. wrap up
   - d. tighten up

3. ....
   - a. sweep
   - b. clean
   - c. chop
   - d. circle

4. ....
   - a. sweep
   - b. clean
   - c. bring those kids
   - d. close the window

5. ....
   - a. put it
   - b. clean it
   - c. put them
   - d. close them

For question 6 complete the dialogue with the best words.

Miss Neneng : Muslih. why are you laughing? Is there anything funny with group 5's presentation?

Muslih : No, Miss.

Miss Neneng : Please... while your friends are speaking in front of the class.

Muslih : All right, Miss. Sorry.

6. ....
   - a. pay a visit
   - b. pay your fee
   - c. pay the food
   - d. pay attention

For questions 7-9 complete the dialogue with the best words.

Guide : Sir, do you know what rule of coming to Balinese temple?

Foreigner : No, what is it?

Guide : ...(7) sarong and sash around your waist.

Foreigner : Oh, all right. ...(8) on me, please. And what else should I do?

Guide : ...(9). You should go barefooted.

Foreigner : Okay.

7. ....
   - a. You must eat
   - b. You could tear
   - c. You should wear
   - d. You have to buy

8. ....
   - a. Put them
   - b. Hold them
   - c. Take them
   - d. Clean them

b. Take off your shoes
c. Drink the holy water
d. Watch the sun go down

For questions 10-12 complete the dialogue with the best words.

Wina : Oh my god, the fire from the cable is getting bigger!

Astuti : Stop screaming and unplug the wire! (10)

Wina : I can't do that! (11) Do it by yourself!

Astuti : Alright, alright. (12) See? The fire is out.

10. The underline sentence is an example of.
    a. surprise
    b. apology
    c. compliment
    d. instruction

11. What does the underline sentence express?
    a. giving instruction
    b. denying instruction
    c. granting instruction
    d. accepting instruction

12. The underline sentence is the expression of
    a. giving instruction
    b. denying instruction
    c. granting instruction
    d. accepting instruction

For questions 13-14 complete the dialogue with the best words.

Laudia : Auntie Silvi, where should I put the jelly?

Auntie : ... (13) in the refrigerator

Laudia : Oh, okay

Auntie : And ... (14), please

Laudia : What are you going to do with it?

Auntie : I'll make roasted fish

13.
    a. put
    b. cut it
    c. blend it
    d. mash it

14.
    a. take the fish out
    b. bring the jelly out
    c. read aloud that sentence
    d. connect the cable with the electricity

For questions 15 complete the dialogue with the best words.

Erna : Are you listening to me? (15) Thomas?

Thomas : What? What did you say?

Erna : Just put the headset out, Thomas

Thomas : Oh, okay. Sorry. What is it?

Erna : Please buy me a soccer magazine tomorrow. Here is the money

Thomas : Alright. No problem

Erna : Thanks

15. Which sentence shows the instruction?
    a. 1
    b. 2
    c. 3
    d. 4

POSTTEST

NAMA : Muhammad Raihan

KELAS : VIII-1

Soal Pilihan Ganda (Multiple Choice)

1. Mom : Leo, why do youhit your brother's arm? Respect your brother!
   Leo : All right. I'm sorry.
   ✗ a. Be polite   c. Be punctual
   b. Be quit   d. Be smart

For questions 2-5, complete the dialogue with the best words.

Teacher : Ok. That's all for today. Before you go home, ...(2) your class. Tono, ...(3) the window

Tono : Yes, Sir.

Teacher : Wawan, come here, please.

Wawan : Ok Sir.

Teacher : ...(4) to my office, please.

Wawan : All right, Sir.

Teacher : And don't put them on my desk. ...(5) onmy bookshelf. .

Wawan : Yes, Sir

Teacher : Thanks a lot, Wawan

2. ....
   ✗ a. tidy up   c. wrap up
   b. fold up   d. tighten up

3. ....
   a. sweep   c. chop
   ✗ b. clean   d. circle

4. ....
   ✗ a. sweep   c. bring those kids
   b. clean   d. close the window

5. ....
   ✓ a. put it   c. put them
   b. clean it   d. close them

For question 6 complete the dialogue with the best words.

Miss Neneng : Muslih, why are you laughing? Is there anything funny with group 5's presentation?

Muslih : No, Miss.

Miss Neneng : Please... while your friends are speaking in front of the class.

Muslih : All right, Miss. Sorry.

6. ....
   ✓ a. pay a visit   c. pay the food
   b. pay your fee   ✗ d. pay attention

For questions 7-9 complete the dialogue with the best words.

Guide : Sir, do you know what rule of coming to Balinese temple?

Foreigner : No, what is it?

Guide : ...(7) sarong and sash around your waist.

Foreigner : Oh, all right. ...(8) on me, please. And what else should I do?

Guide : ...(9) You should go barefooted.

Foreigner : Okay

7. ....
   a. You must eat   ✗ c. You should wear
   b. You could tear   d. You have to buy

8. ....
   ✗ a. Put them   c. Take them
   b. Hold them   d. Clean them

9.
a. Sit near the temple
b. Take off your shoes
c. Drink the holy water
d. Watch the sun go down

For questions 10-12 complete the dialogue with the best words.

Wina : Oh my god, the fire from the cable is getting bigger!

Astuti : Stop screaming and unplug the wire!(10)

Wina : I can't do that!(11) Do it by yourself!

Astuti : Alright, alright(12). See? The fire is out.

10. The underline sentence is an example of..
a. surprise   c. compliment
b. apology   d. instruction

11. What does the underline sentence express?
a. giving instruction
b. denying instruction
c. granting instruction
d. accepting instruction

12. The underline sentence is the expression of....
a. giving instruction
b. denying instruction
c. granting instruction
d. accepting instruction

For questions 13-14 complete the dialogue with the best words.

Laudia : Auntie Silvi, where should I put the jelly?

Auntie : ... (13) in the refrigenerator.

Laudia : Oh, okay.

Auntie : And ...(14), please

Laudia : What are you going to do with it?

Auntie : I'll make roasted fish

13.
a. put   c. blend it
b. eat it   d. mash it

14.
a. take the fish out
b. bring the jelly out
c. read aloud that sentence
d. connect the cable with the electricity

For questions 15 complete the dialogue with the best words.

Erna : Are you listening to me? (15), Thomas?

Thomas : What? What did you say?

Erna : Just put the headset out, Thomas

Thomas : Oh, okay. Sorry. What is it?

Erna : Please buy me a soccer magazine tomorrow. Here is the money.

Thomas : Alright. No problem.

Erna : Thanks.

15. Which sentence shows the instruction?
a. 1   c. 3
b. 2   d. 4

PRETEST

NAMA : Echa Rahmadira

KELAS : VIII-2

Soal Pilihan Ganda (Multiple Choice)

1. Mom : Leo, why do youhit your brother's arm? Respect your brother! ....!

   Leo : All right. I'm sorry.
   a. Be polite   c. Be punctual
   b. Be quit   d. Be smart

For questions 2-5, complete the dialogue with the best words.

Teacher : Ok. That's all for today. Before you go home, ... (2) your class. Tono, ...(3) the window

Tono : Yes, Sir.

Teacher : Wawan, come here, please

Wawan : Ok Sir.

Teacher : ....(4) to my office, please.

Wawan : All right, Sir.

Teacher : And don't put them on my desk. ...(5) onmy bookshelf.

Wawan : Yes, Sir.

Teacher : Thanks a lot, Wawan.

2. ....
   a. tidy up   c. wrap up
   b. fold up   d. tighten up

3. ....
   a. sweep   c. chop
   b. clean   d. circle

4. ....
   a. sweep   c. bring those kids
   b. clean   d. close the window

5. ....
   a. put it   c. put them
   b. clean it   d. close them

For question 6 complete the dialogue with the best words.

Miss Neneng : Muslih, why are you laughing? Is there anything funny with group 5's presentation?

Muslih : No, Miss

Miss Neneng : Please... while your friends are speaking in front of the class.

Muslih : All right, Miss. Sorry

6. ....
   a. pay a visit   c. pay the food
   b. pay your fee   d. pay attention

For questions 7-9 complete the dialogue with the best words.

Guide : Sir, do you know what rule of coming to Balinese temple?

Foreigner : No, what is it?

Guide : ...(7) sarong and sash around your waist.

Foreigner : Oh, all right. ...(8) on me, please And what else should I do?

Guide : ....(9). You should go barefooted.

Foreigner : Okay.

7. ....
   a. You must eat   c. You should wear
   b. You could tear d. You have to buy

8. ....
   a. Put them   c. Take them
   b. Hold them   d. Clean them

- ... near the temple
- b. Take off your shoes ✓ (b circled)
- ✓ c. Drink the holy water
- d. Watch the sun go down

For questions 10-12 complete the dialogue with the best words.

Wina : Oh my god, the fire from the cable is getting bigger!

Astuti : Stop screaming and unplug the wire (10).

Wina : I can't do that! (11) Do it by yourself!

Astuti : Alright, alright (12) See? The fire is out.

10. The underline sentence is an example of.
    - ✓ a. surprise   c. compliment
    - b. apology   (c) instruction
11. What does the underline sentence express?
    - a. giving instruction
    - ✓ (b) denying instruction
    - c. granting instruction
    - d. accepting instruction
12. The underline sentence is the expression of,
    - a. giving instruction
    - ✗ (b) denying instruction
    - c. granting instruction
    - d. accepting instruction

For questions 13-14 complete the dialogue with the best words.

Linda : Auntie Silvi, where should I put the jelly?

Auntie : (13) in the refrigerator

Linda : Oh, okay.

Auntie : And (14) please

Linda : What are you going to cook with it?

Auntie : I'll make roasted fish.

13.
    - a. put   c. blend
    - ✓ (b) cut   d. mash
14.
    - a. take the fish out
    - (b) bring the jelly out
    - ✗ c. read aloud that sentence
    - d. connect the cable with the electricity

For questions 15 complete the dialogue with the best words.

Erna : Are you listening to me? (15) Thomas?

Thomas : What? What did you say?

Erna : Just put the headset out Thomas

Thomas : Oh, okay, sorry. What is it?

Erna : Please buy me a sweet medicine tomorrow. Here is the money.

Thomas : Alright. No problem

Erna : Thanks.

15. Which sentence shows the instruction?
    - (a) 1   c. 3
    - b. 2   d. 4

POSTTEST

NAMA : Ilham Anwary

KELAS : VIII-2

Soal Pilihan Ganda (Multiple Choice)

1. Mom : Leo, why do you hit your brother's arm? Respect your brother!
   ....!

   Leo : All right. I'm sorry.

   ✓ **✗** a. Be polite   c. Be punctual
      b. Be quit   d. Be smart

For questions 2-5, complete the dialogue with the best words.

Teacher : Ok. That's all for today. Before you go home, ...(2) your class. Tono, ...(3) the window

Tono : Yes, Sir

Teacher : Wawan, come here, please.

Wawan : Ok Sir.

Teacher : ....(4) to my office, please.

Wawan : All right, Sir.

Teacher : And don't put them on my desk. ...(5) on my bookshelf.

Wawan : Yes, Sir

Teacher : Thanks a lot, Wawan.

2. ....

   ✓ **✗** a. tidy up   c. wrap up
      b. fold up   d. tighten up

3. ....

   ✓ a. sweep   c. chop
   ✗ b. clean   d. circle

4.

   ✗ a. sweep   c. bring those kids
      b. clean   d. close the window

5.

      a. put it   c. put them
   ✓ **✗** b. clean it   d. close them

For question 6 complete the dialogue with the best words.

Miss Neneng : Muslih, why are you laughing? Is there anything funny with group 5's presentation?

Muslih : No, Miss

Miss Neneng : Please ... while your friends are speaking in front of the class.

Muslih : All right, Miss. Sorry.

6. ....

      a. pay a visit   c. pay the food
   ✓ b. pay your fee   **✗** d. pay attention

For questions 7-9 complete the dialogue with the best words.

Guide : Sir, do you know what rule of coming to Balinese temple?

Foreigner : No, what is it?

Guide : ...(7) sarong and sash around your waist.

Foreigner : Oh, all right. ...(8) on me, please. And what else should I do?

Guide : ....(9) You should go barefooted.

Foreigner : Okay.

7.

   ✓ a. You must eat   **✗** c. You should wear
      b. You could tear   d. You have to buy

8.

   ✗ a. put them   c. take them
   ✓ b. Hold them   d. Clean them

9.
a. Sit near the temple
✗ b. Take off your shoes
✓ c. Drink the holy water
d. Watch the sun go down

For questions 10-12 complete the dialogue with the best words.

Wina : Oh my god, the fire from the cable is getting bigger!

Astuti : Stop screaming and unplug the wire!(10)

Wina : I can't do that!(11) Do it by yourself!

Astuti : Alright, alright(12). See? The fire is out.

10. The underline sentence is an example of..
✓ a. surprise   c. compliment
   b. apology   ✗ d. instruction

11. What does the underline sentence express?
   a. giving instruction
✗ b. denying instruction
   ✗ c. granting instruction
   d. accepting instruction

12. The underline sentence is the expression of :..
   a. giving instruction
✗ ✗ b. denying instruction
   c. granting instruction
   d. accepting instruction

For questions 13-14 complete the dialogue with the best words.

Laudia : Auntie Silvi, where should I put the jelly?

Auntie : (13) in the refrigerator

Laudia : Oh, okay.

Auntie : And (14). please

Laudia : What are you going to do with it?

Auntie : I'll make roasted fish

13 ...
   ✓ a. put   c. blend it
   ✗ b. eat it   d. mash it

14
   ✗ a. take the fish out
   b. bring the jelly out
   ✓ c. read aloud that sentence
   d. connect the cable with the electricity

For questions 15 complete the dialogue with the best words.

Erna : Are you listening to me? (15). Thomas?

Thomas : What? What did you say?

Erna : Just put the headset out, Thomas

Thomas : Oh, okay. Sorry. What is it?

Erna : Please buy me a soccer magazine tomorrow. Here is the money

Thomas : Alright. No problem

Erna : Thanks.

15. Which sentence shows the instruction?
✓ ✗ a. 1   c. 3
   b. 2   d. 4

POSTTEST

NAMA : Radit Adel T

KELAS : VIII-2

Soal Pilihan Ganda (Multiple Choice)

1. Mom : Leo, why do you hit your brother's arm? Respect your brother!
   ...!
   Leo : All right. I'm sorry.
   ✗ a. Be polite   c. Be punctual
   b. Be quit   d. Be smart

For questions 2-5, complete the dialogue with the best words.

Teacher : Ok. That's all for today. Before you go home, ...(2) your class. Tono, ...(3) the window

Tono : Yes, Sir.

Teacher : Wawan, come here, please.

Wawan : Ok Sir.

Teacher : ...(4) to my office, please.

Wawan : All right, Sir.

Teacher : And don't put them on my desk. ...(5) on my bookshelf.

Wawan : Yes, Sir

Teacher : Thanks a lot, Wawan.

2. ....
   ✗ a. tidy up   c. wrap up
      ✗ foid up   d. tighten up
3. ....
   ✗ a. sweep   ✗ chop
      b. clean   d. circle
4. ....
   ✓✗ sweep   c. bring those kids
      b. clean   d. close the window

5. ....
   a. put it   c. put them
   ✓ ✗ clean it   d. close them

For question 6 complete the dialogue with the best words.

Miss Neneng : Muslih, why are you laughing? Is there anything funny with group 5's presentation?

Muslih : No, Miss.

Miss Neneng : Please... while your friends are speaking in front of the class

Muslih : All right, Miss. Sorry

6. ....
   a. pay a visit   c. pay the food
   ✓ b. pay your fee ✗ pay attention

For questions 7-9 complete the dialogue with the best words.

Guide : Sir, do you know what rule of coming to Balinese temple?

Foreigner : No, what is it?

Guide : ...(7) sarong and sash around your waist.

Foreigner : Oh, all right. ...(8) on me, please. And what else should I do?

Guide : ...(9). You should go barefooted.

Foreigner : Okay

7. ....
   ✓ a. You must eat   ✗ You should wear
      b. You could tear d. You have to buy
8. ....
   a. Put them   c. Take them
   ✗ b. Hold them ✗ Clean them

a. Sit near the temple
b. Take off your shoes ✗
c. Drink the holy water ✓
d. Watch the sun go down

For questions 10-12 complete the dialogue with the best words.

Wina : Oh my god, the fire from the cable is getting bigger!

Astuti : Stop screaming and unplug the wire! (10)

Wina : I can't do that! (11) Do it by yourself?

Astuti : Alright, alright. (12) See? The fire is out

10. The underline sentence is an example of ✓
   a. surprise   c. compliment
   b. apology   ✗ instruction

11. What does the underline sentence express?
   ✗ a. giving instruction
   ✗ b. denying instruction
   c. granting instruction
   d. accepting instruction

12. The underline sentence is the expression of
   ✗ a. giving instruction
   b. denying instruction
   c. granting instruction
   d. accepting instruction

For questions 13-14 complete the dialogue with the best words.

Claudia : Auntie Silvi, where should I put the jelly?

Auntie : (13) in the refrigerator

Claudia : Oh okay

Auntie : And ... (14), please

Claudia : What are you going to do with ...

Auntie : I'll make roasted fish.

13.
   a. put   c. blend it
   ✗ b. cut it   d. mash it ✓

14. ...
   a. take the fish out
   ✗ b. bring the jelly out
   c. read aloud that sentence ✓
   d. connect the cable with the electricity

For questions 15 complete the dialogue with the best words.

Erna : Are you listening to me? (15) Thomas?

Thomas : What? What did you say?

Erna : Just put the headset out, Thomas

Thomas : Oh, okay. Sorry. What is it?

Erna : Please buy me a newest magazine tomorrow. Here is the money.

Thomas : Alright. No problem

Erna : Thanks

15. Which sentence shows the instruction?
   ✗ a. 1   c. 3 ✓
   b. 2   d. 4

Appendix Documentation of Research

MAJELIS PENDIDIKAN TINGGI
VERSITAS MUHAMMADIYAH SUMATERA UTARA
'AKULTAS KEGURUAN DAN ILMU PENDIDIKAN
l. Kapten Mukhtar Basri No.3 Telp.(061)6619056 Medan 20238
Website :http://www..fkip.umsu.ac.id E-mail: fkip@umsu.ac.id

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

Perihal : **PERMOHONAN PERSETUJUAN JUDUL SKRIPSI**

Dengan hormat, yang bertanda tangan di bawah ini :

Nama	: Elsa Anatasya
NPM	: 1902050110
Program Studi	: Pendidikan Bahasa Inggris
IPK Kumulatif	: 3.43

Persetujuan Ketua/Sek Prodi	Judul yang diajukan	Disyahkan Oleh Dekan Fakultas
	The Influence of Eliciting Technique in Speaking for The Students of SMP Muhammadiyah 61 Tanjung Selamat	
	The Effect of Visual Picture in Presenttion in Teaching Simple Present Tense	
	The Implementation of Spelling Bee in Teaching Vocabulary for The Students	

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

Medan, 2 Oktober 2023

Hormat Pemohon,

Elsa Anatasya

Form K-2

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

Assalamu'alaikum Wr. Wb.

Dengan hormat, yang bertanda tangan di bawah ini :

Nama : Elsa Anatasya
NPM : 1902050110
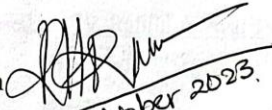ProgramStudi : Pendidikan Bahasa Inggris

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

The Influence of Eliciting Technique in Speaking for The Students of SMP Muhammadiyah 61 Tanjung Selamat

Sekaligus saya mengusulkan/menunjuk Bapak/Ibu sebagai :

Dosen Pembimbing : Dr. Dewi Kesuma Nasution, S.S., M.Hum

4 Oktober 2023.

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, 2 Oktober 2023
Hormat Pemohon,

Elsa Anatasya

Nomor   : **3379** /II.3/UMSU-02/F/2023
Lamp   : ---
H a l   : **Pengesahan Proyek Proposal**
               Dan Dosen Pembimbing

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

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

Nama   : **Elsa Anatasya**
N P M   : 1902050110
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian : **The Influence of Eliciting Technique in Speaking for the Students of**
                  SMP Muhammadiyah 61 Tanjung Selamat.

Pembimbing   : **Dr. Hj. Dewi Kesuma Nasution., 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 kadaluwarsa tanggal : **5 Oktober 2024**

Medan   19 Rabiul Awwal 1445 H
          Oktober   2023 M

Wassalam
Dekan

Dra, Hj. Syamsuyurnita,MPd.
NIDN : 0004066701

Dibuat rangkap 5 (lima) :
1.Fakultas (Dekan)
2.Ketua Program Studi
3.Pembimbing Materi dan Teknis
4.Pembimbing Riset
5.Mahasiswa yang bersangkutan :
   WAJIBMENGIKUTISEMINAR

بسم الله الرحمن الرحيم

BERITA ACARA BIMBINGAN PROPOSAL

Perguruan Tinggi : Universitas Muhammadiyah Sumatera Utara
Fakultas : Keguruan dan Ilmu Pendidikan
Jurusan/Prog. Studi : Pendidikan Bahasa Inggris
Nama : Elsa Anatasya
NPM : 1902050110
Program Studi : Pendidikan Bahasa Inggris
Judul Skripsi : The Influence of Elicitation Technique in Teaching Speaking Skill of SMP Muhammadyah 61 Tanjung Selamat

Tanggal	Deskripsi Hasil Bimbingan Proposal	Tanda Tangan
4/des '24	- Revise the background of the study - State exactly the problem	
	- check grammar & the way of typing - Revise the Related study	
	- Revise chapter III	
16/des '24	- State the Speaking Assessment Rubric - Enclose the lesson plan and the instrument	
4/Jan-2024	- Revise the References	
16 Jan '24	- Revision Complete	

Diketahui oleh:
Ketua Prodi

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

Medan, 16 Januari 2024

Dosen Pembimbing

(Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.)

بِسْمِ اللهِ الرَّحْمٰنِ الرَّحِيْمِ

LEMBAR PENGESAHAN HASIL SEMINAR PROPOSAL

Proposal yang sudah diseminar oleh mahasiswa di bawah ini:

Nama Lengkap   : Elsa Anatasya

N.P.M   : 1902050110

Program Studi   : Pendidikan Bahasa Inggris

Judul Proposal   : The Influence of Elicitation Technique in Teaching Speaking Skill of
SMP Muhammadiyah 61 Tanjung Selamat

Pada hari Kamis, tanggal 07, bulan Maret, tahun 2024 sudah layak menjadi proposal skripsi.

Medan, 07 Maret 2024

Disetujui oleh:

Dosen Pembahas

(Rita Harisma, S.Pd., M.Hum.)

Dosen Pembimbing

(Dr.Hj. Dewi Kesuma Nst, S.S., M.Hum.)

Diketahui oleh
Ketua Program Studi,

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

BERITA ACARA SEMINAR PROPOSAL

Pada hari ini Senin Tanggal 19 Bulan Februari Tahun 2024 diselenggarakan seminar prodi Pendidikan Bahasa Inggris menerangkan bahwa:

Nama Lengkap   : Elsa Anatasya
N.P.M   : 1902050110
Program Studi   : Pendidikan Bahasa Inggris
Judul Proposal : The Influence of Elicitation Technique in Teaching Speaking Skill of SMP Muhammadiyah 61 Tanjung Selamat

No	Masukan dan Saran
Judul	OK

Bab I	- Revise scope and Limitation.
	- Revise the significance of the study.
	  = Theoritically
	  ◦ Practically.

Bab II	- Revise Conceptual Framework.
Bab III	- Population of the Research (Mention the sum of population) - Sample of the Research (Mention the use of sample). - Data Collection Technique (mention clearly Practical test).
Lainnya	- Revise Writing of Reference - Pay attention of Systematic Writing of thesis
Kesimpulan	[ ] Disetujui [ ] Ditolak [✓] Disetujui Dengan Adanya Perbaikan

Dosen Pembahas

(Rita Harisma, S.Pd., M.Hum.)

Dosen Pembimbing

(Dr. Hj. Dewi Kesuma Nst, S.S., M.Hum.)

Panitia Pelaksana

Ketua

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

Sekretaris

(Rita Harisma, S.Pd., M.Hum.)

UNIVERSITAS MUHAMMADIYAH SUMATERA UTARA
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

UMSU Terakreditasi Unggul Berdasarkan Keputusan Badan Akreditasi Nasional Perguruan Tinggi No. 1913/SK/BAN-PT/Ak.KP/PT/XI/2022

Pusat Administrasi: Jalan Mukhtar Basri No. 3 Medan 20238 Telp. (061) 6622400 - 66224567 Fax. (061) 6625474 - 6631003

🌐 https://fkip.umsu.ac.id ✉️ fkip@umsu.ac.id 📘 umsumedan 📷 umsumedan 🐦 umsumedan ▶️ umsumedan

UMSU
Unggul | Cerdas | Terpercaya

Bila menjawab surat ini agar disebutkan nomor dan tanggalnya

Nomor	: **0694** /II.3/UMSU-02/F/2024	Medan,	11 Ramadhan 1445 H
Lamp	: ---		21 Maret 2024 M

H a l   : **Izin Riset**

Kepada : Yth. Bapak/Ibu Kepala
SMP Muhammadiyah 61 Tanjung Selamat
Di
Tempat.

Bismillahirahmanirrahim
Assalamu'alaikum Wr. Wb

Wa ba'du semoga kita semua sehat wal'afiat dalam melaksanakan tugas sehari-hari sehubungan dengan semester akhir bagi mahasiswa wajib melakukan penelitian/riset untuk penulisan Skripsi sebagai salah satu syarat penyelesaian Sarjana Pendidikan, maka kami mohon kepada Bapak/ibu memberikan izin kepada mahasiswa kami dalam melakukan penelitian /riset ditempat Bapak/ibu pimpin. Adapun data mahasiswa tersebut di bawah ini :

Nama	:	**Elsa Anatasya**
N P M	:	1902050110
Program Studi	:	Pendidikan Bahasa Inggris
Judul Penelitian	:	**The Influence of Elicitation Technique in Teaching Speaking Skill of SMP Muhammadiyah 61 Tanjung Selamat.**

Demikian hal ini kami sampaikan, atas perhatian dan kesediaan serta kerjasama yang baik dari Bapak/ibu kami ucapkan banyak terima kasih, Akhirnya selamat sejahteralah kita semuanya. Amin.

Wassalam
Dekan

Dra. Hj. Syamsuyurnita, M.Pd.
NIDN : 0004066701

*Pertinggal

Tanjung Selamat , 6 Mei 2024

Nomor   : 418/PER/IV.4.AU/A/2024
Perihal   : Surat Balasan Penelitian Skripsi

Yang bertanda tangan di bawah ini , Kepala Sekolah SMP Muhammadiyah 61 Tanjung Selamat , kecamatan Sunggal kabupaten Deli Serdang , dengan ini menerangkan bahwa :

Nama   : Elsa Anatasya
NIM   : 1902050110
Program Studi   : Pendidikan Bahasa Inggris
Judul Penelitian   : The Influence of Elicitation Technique in Teaching Speaking Skill of SMP Muhammadiyah 61 Tanjung Selamat
Instansi   : SMP Muhammadiyah 61 Tanjung Selamat

Sesuai dengan surat Universitas Muhammadiyah Sumatera Utara Fakultas Keguruan dan Ilmu Pendidikan Nomor : 0694/II.3/UMSU-02/F/2024 tanggal 21 Maret 2024, hal izin melaksanakan Penelitian , benar nama tersebut telah melaksanakan penelitian di SMP Muhammadiyah 61 Tanjung Selamat pada bulan Maret s/d Mei.

Demikian surat ini di perbuat dengan sebenarnya untuk dapat dipergunakan sebagaimana mestinya.

Kepala SMP Muhammadiyah 61

Fitri Zulhijjah, S.Pd
NKTAM :1380757

CURRICULUM VITAE

1. Personal Information

Name   : Elsa Anatasya

Place/Date of Birth   : Tuntungan, 12 Oktober 2001

Gender   : Female

Religion   : Islam

Status   : Single

Nationality   : Indonesian

Address   : Jalan Tuntungan 1 Dusun 2 Pondok Seng

Department   : English Education

Email   : elsaanastasya121001@gmail.com

2. Parents' Information

Father   : Misliadi

Mother   : Sulastri

Address   : Jalan Tuntungan 1 Dusun 2 Pondok Seng

3. Educational Background

2006 – 2007   : TK Aisyiyah Bustanul Athfal

2007 – 2013   : SD Babar Sari

2013 – 2015   : SMP Negeri 31 Medan

2016 – 2018   : SMK Swasta Shandy Putra Medan 1 (SMK Telkom)

2019 – 2024   : An active student of English Study Program,
                          Faculty of Teacher Training and Education, Universitas
                          Muhammadiyah Sumatera Utara.

Elsa Anatasya Skripsi

10	digilib.uinkhas.ac.id Internet Source	<1%
11	etheses.iainponorogo.ac.id Internet Source	<1%
12	docslib.org Internet Source	<1%
13	repository.unisma.ac.id Internet Source	<1%
14	idr.uin-antasari.ac.id Internet Source	<1%
15	jurnal.uinsu.ac.id Internet Source	<1%
16	publications.waset.org Internet Source	<1%
17	repository.unib.ac.id Internet Source	<1%
18	etdci.org Internet Source	<1%
19	www.ejbmr.org Internet Source	<1%
20	journal.psych.ac.cn Internet Source	<1%
21	repository.uiad.ac.id Internet Source	<1%

22	repository.uinsu.ac.id Internet Source	<1%
23	jurnal.ucy.ac.id Internet Source	<1%
24	sekolah.data.kemdikbud.go.id Internet Source	<1%
25	Ashadi, Joko Priyana, Basikin, Anita Triastuti, Nur Hidayanto Pancoro Setyo Putro. "Teacher Education and Professional Development in Industry 4.0", CRC Press, 2020 Publication	<1%
26	Submitted to University of Edinburgh Student Paper	<1%
27	eprints.umpo.ac.id Internet Source	<1%
28	Graham Hall. "Exploring English Language Teaching - Language in Action", Routledge, 2017 Publication	<1%
29	acikerisim.karabuk.edu.tr:8080 Internet Source	<1%
30	digilibadmin.unismuh.ac.id Internet Source	<1%
31	parabpublications.com Internet Source	<1%

32 repo.poltekkesdepkes-sby.ac.id
Internet Source

<1%

33 Januaris Pane, Juliper Nainggolan, Emanuel Zega, Febrika Dwi Lestari. "The Influence of Project-Based Learning Model on Learning Outcomes of Class VIII Students At Private Junior High School Tri Sakti Lubuk Pakam", JURNAL PENDIDIKAN MIPA, 2023
Publication

<1%

Exclude quotes	Off	Exclude matches	Off
Exclude bibliography	On		