

**IMPROVING STUDENTS' SPEAKING ACHIEVEMENT TROUGH
ELICITATION TECHNIQUE**

SKRIPSI

*Submitted in Partial Fulfilment of the Requirement
For degree of Sarjana Pendidikan (S.Pd)
English Education Program*

By :

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MEDAN**

2018



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

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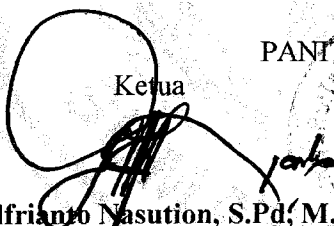



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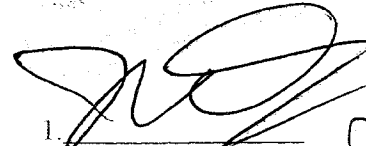

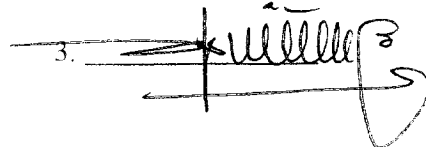
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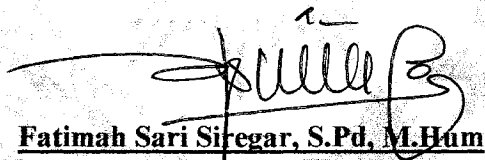
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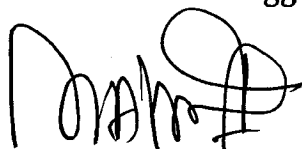
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Tanggal	Deskripsi Hasil Bimbingan Skripsi	Tanda Tangan
13/3/2018	Chapter I : Introduction	
13/3/2018	Chapter II : Theory	
15/3/2018	Chapter III : Method of research	
18/3/2018	Chapter IV : Data Collection Data Findings	
18/3/2018	Chapter V : Conclusion and Suggestion	
24/3/2018	AS	

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ABSTRACT

Sari, Ratih Kumala. 1402050121. “Improving Students’ Speaking Achievement Through Elicitation Technique”. English Education Program. Faculty of Teacher Training and Education. University of Muhammadiyah Sumatera Utara. Medan 2018.

This study was aimed to find out improvement the students’ speaking achievement through elicitation technique. This study apply classroom acton research. It was done through planning, action research. The location of the research was SMK Negeri 5 Medan Jl. Timor No.36 Medan. The subject of this research was tenth grade TOKR 4 students which consisted of 27 students. Based on the speaking through elicitation technique score, students’ score keep improving in every test. In the pretest the mean score was 47.59, in the first cycle test the mean 56,48, and the second cycle the test mean score was 67.77. The improvement also can be seen from the percentage students got point more than 60. In the first cycle speaking daily activity, in pretest 18,5% students got point more than 60, in the first cycle test 48,1% students who got pint more than 60, and the increasing was 29.6% from pretest to cycle 1. In the second cycle test 100% students got point more than 60, and the increasing was 51.9% from cycle 1 and 2. It means that teaching speaking through elicitation technique by using picture of daily activity can improved the students’ speaking achievement through elicitation technique. Picture of daily activity made students’ were interested, have fun, and motivate them to speak trough elicitation technique.

Key words: Speaking achievement, elicitation technique, daily activity picture.

ACKNOWLEDGMENTS



Allhamdulillahirabbil alamin, first of all, the research would like to deliver her thanks to Allah SWT the most Almighty, who has given healthy and chance to her finishing this study from the beginning up to the end. Blessing and peace be upon Prophet Muhammad SAW who has brought human being from the darkness into the light era as we behold today.

In writing this study entitled “*Improving Students’ Speaking Achievement Through Elicitation Technique*”, with the purpose for submitting in partial fulfillment of the requirement for sarjana a degree in English Departemen. There were so many obstacles faced by the researcher and certainly without helps from many peoples, especially the following people it was so difficult for the researcher to accomplish this skripsi. Thus, the researcher would like to express her thanks first for her beloved father **Sunarman** and her mother **Ratna Dewi Laila Sari, S.Pd.I.** for their moral, care attention, prayer, encouragement and heart they have given and material supports before, during and after her academic years at UMSU. Then the researcher also would like to thank :

1. Dr. Agussani, M.A.P, as the Rector of University of Muhammadiyah Sumatera Utara

2. Dr. Elfrianto Nasution, S.Pd., M.Pd. as the Dean of FKIP University of Sumatera Utara
3. Mandra Saragih, S.Pd, M.Hum, and Pirman Ginting, S.Pd, M.Hum the head and secretary of English Education Proram of FKIP UMSU for administrative service, so he could finish this study.
4. Fatimah Sari Siregar, S.Pd, M.Hum as supervisors, which had given the guidance, advices, suggestion and advices to complete this study.
5. All lectures especially those of English Education Program for guidance, advices, suggestion and encouragement during the years of her study.
6. Drs. Maraguna Nasution, M.AP, the Headmaster of SMK Negeri 5 Medan, and Nanda Anggraini, S.Pd, the English Teacher who helped the researcher in her research. And Tenth Grade TOKR 4 SMK Negeri 5 Medan in Academic year 2017/2018 who have given a good cooperation and help during the experiment.
7. Her beloved friends, Dela Raditya Syahputri Sitorus, Indah Ariani Sinaga, and Eka Harvianti who has given motivation.

Medan, March 2018
The Researcher

Ratih Kumala Sari

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CHAPTER I

INTRODUCTION

A. Background of The Study

The teacher wanted the learners to practice English when this subject is running. But it make the students brave and confidence to practice English in the class is not easy. Limited time become one of causal factor. The limited skills of teacher. The teacher only explain the grammar and the structure of English to fulfill the curriculum target and mostly they speak bahasa in teaching. The teacher had no time to focus on speaking achievement. In SMK Negeri 5 Medan especially in tenth grade, the English teacher was used conventional method to teach and speak English rarely when teaching. The teachers begin explaining while the students are listening, then do the assignments. Therefore the researcher wants to improve the student's quality, focus on speaking because language was speech not writing and language is a set of habits.

There were three main problems in the situation above. The problems came from three factors, they were from teacher's factor, student's factor and school's factor. One of the way to solve the problem will be use of technique. According to Anthony (in Richards and Rodgers, 1986: 15), Technique is an implementation that which actually takes place in a classroom. It is a particular trick, stratagem or contrivance use to accomplish an immediate objective. According to Scrivener (2005: 98) Elicitation means drawing out information, language, and ideas from the students. The technique is based on

principles such as (1) Student probably know a lot more than we may give them credit for; (2) Starting with what they know is a productive way to begin new work; (3) Involving people in question – and - answer movement towards new discoveries is often more effective than simply giving ‘lectures’.

In 10th grade the students was able to speak up in the class, answer the questions with oral skill, and brave to tell their own arguments. Almost the students of tenth grade in this school are very passive. Many factors which are made the students hard to speak up. Such lack of vocabularies, they are used to speak their Indonesian language.

In English subject the teacher was be important role of students learning success. Because of English is one of subject which test in final examintion. In the other hand the teacher wants their learners good in speaking, the teacher is used English when teaching. In contrary the English teacher used indonesian mostly than English. The teacher speaks English then translates intoindonesian directly. The students was not challenge with this method. Base on the characteristic of the problems, they will be solved by giving elicitation technique.

According to Scrivener (2005: 99), there are three steps to eliciting. They are:

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

within themselves simply to listen and learn. Teacher can elicit: language, ideas, feeling, meaning, contexts, memories, etc. (Scrivener, 1994:99)

Doff (1988) using pictures is as one of the easiest ways to elicit new vocabulary (or structure). Pictures can be taken from students' textbook or from supplementary sources. This tool is quite beneficial in many ways: By seeing pictures, students will be highly motivated before they tread into the core of the lesson. In other words, pictures help attract large attention from the class, stimulate students' curiosity, imagination, guessing and desire to present the targeted language items related to what is involved in there. "The teacher use pictures to set the scene and asks questions about what they see, why they think it happens, what they think will happen next and how they feel or what they think about it.

Based on the learning method explains, the students hope became active in learning process. The Student's speaking skill will encourage them to be able to realize the speech. Based on the reason above, the researcher tent to choose the study title "Improving Students' Achievement Through Elicitation Technique".

B. Identification of the Problem

Based on the background previously above, the problems of this research were identified as follows :

1. The students' difficulties in speaking and afraid to make a mistake,
2. The students was very passive in speaking,
3. The students really had less English vocabulary,

4. The teacher still used Translation English to Indonesian Language that made the students did not challenge with this method.

C. The Scope and Limitation

The scope of the study was focused on speaking achievement and it was limited on Elicitation technique by using daily activity picture.

D. The Formulation of the Problem

The formulation of this study was formulated as is there any improvement of students' speaking achievement through elicitation technique?

E. The Objective of the Study

The Objective of this research to find out the improvement of students' speaking achievement through elicitation technique.

F. The Significance of the Study

The findings of this study was expected to have both academic and practical contributions.

1. Theoretically

This study was given more understanding about using speaking through elicitation technique in teaching and learning process will be better, and the applications are related theories.

2. Practically

- a. The Teachers. Teachers can understand the students' needs and know the students' lack of skills, especially in speaking, so that they can give/use appropriate materials, tasks, methods, techniques to teach their students.
- b. The students. Students can improve their speaking achievement in teaching learning English through Elicitation Technique
- c. The other researchers. Especially for language researchers, they can adapt the techniques/media is used in this theory as an alternative to teach students. They also can use the data taken in this research (for example, using picture) as a source to make a consideration for the next teaching-learning.

CHAPTER II

REVIEW OF LITERATURE

A. Theoretical Framework

Based on the discussion in chapter I, in this chapter, the researchr described some theories relate to the speaking, students' achievement, elicitation technique, conceptual framework and related research.

1. The Definition of Speaking

Many definitions about speaking have been proposed by language. Speaking derives from the word "Speak". According to Oxford dictionary, "Speak" means say things; talk, be able to use a language, make a speech, express ideas, feelings, etc. Speaking is the verbal use of language to communicate with other. In additional, Hughes explain that speaking in interactive and according to accomplish pragmatic goals through interactive discourse with other speaker of language.

Speaking is the productive aural/oral skill. It consists of producing systematic verbal utterances to convey meaning. Teaching speaking is sometimesconsidered a simple process. Commercial language schools around the world hire people with no training to teach conversation. Although speaking is totally natural, speaking in a language other than our own is anything but simple. According to Chaney , speaking is the process of building and sharing meaning through the use of verbal and non - verbal symbols, in a variety of contexts.

From the discussion above, the writer can conclude that speaking is the ability of human being to deliver the message to the listener by the good way in some context, and the listener understand about the message. Speaking has often been dealt with in a similar way in language teaching. It is sometimes thought of as something which is covered sufficiently by virtue of being so bound up in the teaching of everything else. Paradoxically, although many learners feel that being able to communicate effectively through speech is their main priority, when speaking is the main aim of the lesson it can be sometimes lead to dissatisfaction. Some learners can't quite see the point of doing something in the classroom that they could quite easily do over a coffee, and teachers can feel a sense of guilt because they have not taught something with a clear learning outcome that can be held up as justification for the lesson.

As we can see, there are many reasons why people speak to each other. One primary 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 conversation can introduce a variety of subjects.

Harmer defines speaking ability as the ability to speak fluently presupposed not only knowledge of language features, but also the ability to process information and language 'on the spot'. It requires the ability to cooperate

in the management of speaking turns and non - verbal language. It happens in the real situation and has little time fo detailed planning. Therefore, the fluency is required to reach the goal of the conversation. Cameron states that it is also important to organize the discourse so that the interlocutor understands what the speaker says. Speaking is important for language learners because speaking is the first form of communication. They are expected to be able to speak English accurately, fluently, and acceptably in the daily life.

Tarigan said that the main point of speaking is for communicating, so we have to convey the thinking and feeling effectively and the speaker must understand the meaning to be communicated in order to make other people understand with what they are talking about. It means that people in the world have speaking ability because speaking is an activity that we always do in every time to communicate with other people and to make a good relationship in society.

From the explanation above, the researcher concluded that speaking is a process to convey and sharing ideas and feelings orally. Speaking involved some skills such as vocabulary, pronunciation, accuracy and fluency. Students need to master all of those elements. Speaking, especially in a foreign language, is a very necessary activity for all ages of learners because from this activity people will be understand what the other said who use a foreign language too.

1.1 Types of Speaking

From of communicative, pragmatic view of the language classroom, listening and speaking are almost always closely interrelated. While listening

performance is isolated from speaking performance, it is very difficult to produce the oral language because there is no directly involvement with the interaction of oral comprehension. The interaction between two modes of performance applies especially strongly to conversation, the most popular category in the profession (Brown, 2001: 267).

Futhermore, he states that there are six types of speaking:

1) Imitative Speaking

This is a type of speaking that is appropriate for a very limited portion of classroom speaking time. But it applies “human tape recorder” speech or “parrot” speech where the students practice an intonation contour or try to pronounce a certain sound. The example of this is phonetic drilling.

2) Intensive Speaking

This type ia one step beyond imitative speaking. It includes any speaking performances that is designed to practice some phonological or grammatical aspect of language. The example of intensive speaking are:

- a. directed response tasks
- b. real-aloud tasks
- c. sentence/dialogue completion tasks and oral questionnaires
- d. picture – cued tasks
- e. translation

3) Responsive Speaking

This type is good deal of student's speech in the classroom. It is in a form of short conversation to teacher or student-initiated question or comments. The example of responsive speaking are:

- a. question and answer
- b. giving instructions and directions
- c. paraphrasing

4) Transactional speaking (dialogue)

This type is carried out for the purpose of conveying or exchanging specific information. It is an extended form of responsive language. The example of transactional speaking are:

- a. interview
- b. discussion and conversation

5) Interpersonal Speaking (dialogue)

This type is another form of conversation besides the fourth type. It is carried out more for the purpose of maintaining social relationship than for the transmission of facts and information. This is mostly found in the English for vocational school. The examples of interpersonal speaking are:

- a. role play
- b. discussion and conversation
- c. games

Interpersonal means person to person. It means it is more than one person involved in the speaking. This type of speaking concerns more to application of

how speaking is applied in a social context; to communicate the language naturally based on the social circumstances that happen. The difference between interpersonal speaking and transactional speaking is on how people respond in a conversation. If it is in a formal situation that requires a definite answer, then it is categorized to a transactional speaking. But, if the conversation is in an informal situation and it can be responded contextually based on what intention that the listener takes.

6) Extensive Speaking (monologue)

This type is appropriate for the students at intermediate to advanced levels. It is in the form of oral reports, summaries, or perhaps short speeches. It can be planned or impromptu. The language used is more formal and deliberative. The examples of extensive speaking are:

- a. Oral presentations
- b. Picture-cued-story telling
- c. Retelling a story, news event
- d. Translation (extended prose)

In teaching speaking, the teacher should not apply a controlled language practice where the student says a lot of sentences focused in particular grammar, but the teacher should look at the student's activities in acquiring language based on the concept given. In other words, the students are using language at their understanding of language acquisition that depends on how they conceptualized language (Sharma & Tuteja, 2005:160).

1.2 Factors of Speaking Difficulty

It is true that everybody can speak, but it does not mean that speaking is easy. Speaking has its difficulties as well. When speakers speak, they do not only work in their tongue and mouth, but also they need to process the word first. Clark and Clark (1977:223-224) divide speaking into two types activity: planning and execution. Speakers first plan what they want to say based on how they want to change the mental state of the listeners. They then put their plan into execution, uttering the segments, word, phrases, and sentence that make up the plan.

Besides , Brown (2000:270) also divides eight factors that have possibility to be the difficulties of speaking. Therefore, they need to comprehend these, they are:

a. Clustering

Fluent speech is phrasal, not word by word. It is connected with a phrase. The students can organize their output through clustering.

b. Redudancy

The speaker has an oppurtunity to make meaning cleare through the reducancy of language.

c. Reduced form

Contractions, elision, reduced vowels, etc., all form special problems in teaching spoken english. Students who do not learn colloquialcontractions can sometimes develop a stilted, bookish quality of speaking that turn stigmatizes

them. Therefore, the students need to know the contractions, elisions, reduced vowels.

d. Performance variables

One of advantages of spoken language is that process of thinking as you speak allows you to manifest a certain number of performance hesitations, pauses, backtracking, and corrections. Learners can actually be taught how to pause and hesitate. For example, in English our “thinking time” is not silent; we insert certain “fillers” such as *uh, um, well, you know, I mean like*, etc. one of the most salient differences between native and nonnative speakers of a language is in their hesitation phenomena.

These performance variables can make speaking difficult if the students do not know to use it.

e. Colloquial language

Make sure the students are reasonably well acquainted with the words, idioms, and phrases of colloquial language and they get practice in producing these forms.

It relates to the words that are used daily. The students need to know these words if they do not want to get difficulty in speaking.

f. Rate of delivery

Another salient characteristic of fluency is rate of delivery. One of your tasks in teaching spoken English is to help learners achieve an acceptable speed along with other attributes of fluency.

The rate of delivery the sentences in English also became one factor that need to be known by the students. As speaking is responsive skill, it need to be listened by the listener. Therefore, the students need to give attention on their speed of delivery.

g. Stress, rhythm, and intonation

This is the most important characteristics of English pronunciation. The stress-timed rhythm of spoken English and its intonation patterns convey important messages. It stresses the importance of the message that we say through language. The students need to have this in their speech.

h. Interaction

Learning to produce waves of language in a vacuum-without interlocutors-would rob speaking skill its richest component: the creativity of conversational negoitation.

Having interaction is one factor that indicates speaking is difficult. Often, speakers speak without having interaction with the listener. That makes the situation between speaker and listener become difficult.

These are some factors that makes the students are reluctant to speak English and conclude that English is difficult. In teaching speaking, the teacher needs to comprehend these to find the appropriate solution.

1.3 Assesment of Speaking

Speaking is productive skills in learning language. The speakers produce language by speaking. Brown (2003:140) says that speaking is a productive skill that can be directly and empirically observes; those observations are invariability

colored by the accuracy and effectiveness of test-takers's listening skill which necessarily compromised the reliability and validity of an oral production test.

Brown (2004:167) states that designing assessment task for interactive speaking are what some would describe as interpersonal. An oral interview is an oral production assessment. It, which may be tape recorded for re-listening, is then scored on one or more parameters such as accuracy in pronunciation and/or grammar, vocabulary usage, fluency, sociolinguistic/pragmatic appropriateness, task accomplishment and even comprehension.

To score the language proficiency, oral interview is carefully structures to explore the students' speaking achievement. According to scoring rubric that is used in *Pondok Pembelajaran speaking* (Darma, 2013), there were five aspects that were scored here, namely fluency, pronunciation, accuracy, clarity, performance skill. The following scales are used to score the test.

However, the researcher used both approaches in scoring the subjects' speaking that are 'intuitive' scale development and data-based scale development. Hence, the researcher made the transcription of the subject's speaking and their speaking recording. In addition, it is needed three up to four times to listen to the recording to decide a subject's speaking score.

Table 2.1 scoring Rubric

Aspects	Wight	Criteria				Score
		1	2	3	4	
Fluency	2	Speaking with many pauses	Speaking too slowly	Speaking generally at normal	Speaking Fluently	

				speed		
Pronunciation	2	Speaking words incomprehensibly	Speaking with incorrect pronunciation but still understandable	Speaking with several incorrect pronunciation	Speaking with correct pronunciation	
Accuracy	2	The serious errors present in speech makes the message difficult to understand	The errors present in speech would frequently create confusion	The speech is still understood although it consist of many errors	The errors present in speech are so minor so that the message would be easily comprehended	
Clarity	2	Often mumbles or cannot be understood, more than one mispronounced word	Speaks clearly and distinctly most of the time, no more than one mispronounced word	Speaks clearly and distinctly nearly all the time, no mispronounced words	Speaks clearly and distinctly all the time, no mispronounced words	
Performance Skill	2	Speaking in volume which is almost inaudible, no facial expression, and not communicative	Mumbling, flat facial expression and less communicative	Speaking in soft voice but can be understood, good facial expression and communicative enough	Speaking clearly and loudly, good facial expression and communicative	

Maximum Score = 100

Minimum Score = 25

Students score = $\frac{\text{total score}}{40} \times 100$

Note :

85-100 = Very good

70-84 = Good

55-69 = Okay

54-25 = Poor

This scoring rubric would be applied to assess the students' speaking ability.

2. Students' Achievement

Hornby (2003:11) defines "achievement as (1) a thing that somebody will be done successfully, especially using his own effort and skill (2) the act or process of achieving something. Students' achievement according to Bloom's taxonomy is divided into three domains which are cognitive, affective, and psychomotor. Cognitive domain involves knowledge and development of intellectual skills. The affective domain includes the manner in which students deal with things emotionally, such as feelings, appreciation, enthusiasm, motivations, and attitudes. The psychomotor domain includes physical movement, coordination and use of the motor-skill areas. It is the skill to do something. Development of these skills requires practice and will be measured in terms of speed, precision, distance, procedure, or techniques in execution.

From the quotations previously, it will be concluded that students' achievement is a proof that students will be done successfully by using his own effort and skill.

3. Approach, Method, and Technique

Approach, method and technique are the various different language teaching activities. Anthony (1963) in Brown (2001:14) states his thinking about three terms above as follows:

“An approach was a set of assumptions dealing with the nature of language, learning, and teaching. Method was described as an overall plan for systematic presentation of language based upon a selected approach. Techniques were the specific activities manifested in the classroom that were consistent with the method and therefore were in harmony with an approach as well “

From the statement above, approach is related to the nature of language or language learning. Method is a generalized set of classroom specification for accomplishing linguistic objectives. It tends to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing and materials. Technique is any of a wide variety of exercises, activities, or tasks used in the language classroom for realizing objectives (Brown, 2001:16).

Here is an example of the differences between approach, method and technique. When a teacher teaches about daily activity topic, at the approach level, it defines assumptions about the nature of daily activity, the situation involved in it and learning that is appropriate to the topic. The method that is used is cooperative learning and the technique could include having the learners to explore the nature and situation of daily activity, to recognize the expression used in daily

activity and to adopt elicitation technique based on daily activity situation that they are asked to create.

4. The Definition of Elicitation Technique

English learning in the classroom occurs through meaningful interaction that involves teacher and students. The interaction can be between teacher and students or the interaction between student and student. Teaching learning process will not conduct if there is no interaction between teacher and students. The interaction between teacher and students occur when the teacher explain the material and the student have to give their responses.

During teaching learning process, teacher and students are expected to participate actively in the classroom especially the students. The students' participation will affect their understanding toward the material. The students who are active in the classroom, the students will understand the material well than the students who just listen the teacher explanation. Because, when the student active in the classroom and they can share their opinion about the material, that students will remember that material. Students will learn better and retain more when they are active participants because learning is an active process which should involve talking (Cieniewicz, 2002). It means, the students should be active in the classroom. To encourage the students to participate in the classroom, the teacher usually use some techniques. One of the techniques which is usually used by the teacher is elicitation technique. Elicitation technique is a technique used by the teacher to elicit students' responds and to stimulate students to talk in the

classroom. Darn (2008) states that elicitation is preferable method that helps promote students involvement in the lesson and develops learner centered classroom. Through the elicitation technique the time for students to speak or the students talking time (STT) in the classroom increase automatically and the time for the teacher to speak or teacher talking time (TTT) decrease.

Elicitation technique is used by the teacher to elicit the students during the lesson to get the information about what students already know and need to know. This technique also can be used as a technique to measure student's understanding to the material that given by the teacher. In eliciting the students, teacher can give some question to students. Elicitation technique involves asking questions and that questioning is one of the principal ways in which teachers control the classroom discourse, Walsh (2013). It is used by the teacher to know what students' response to the question or to the material. Walsh (2013), defines elicitation techniques as strategies used by teachers to get learners to respond

In addition, eliciting is a technique that ESL teachers can use to get information about what the students know and don't know. This means that the teacher becomes more capable and doesn't waste time rehashing the students' existing knowledge. Eliciting creates a learner-centered environment and is very thought-provoking for the students.

Elicitation is a technique by which the teacher gets the learners to give information rather than giving it to them. In the classroom elicitation is an important technique for various reasons. It helps develop a learner-centered

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

Elicitation can be of four types: choice (responder has the choice to agree or disagree with the statement) product (responder should reply with factual information) process (responder replies with opinions or interpretations) and metaprocess (where the teacher asks the students to think through their own reasoning or thought processes), (Mehan, 1979).

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

The term of elicitation is used here as a discourse category to describe any utterances inside the classroom which functions to elicit a verbal response.

Coulthard (1975) classify elicitation as follows:

1. Elicit : Inform

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

For example:

a. H : What time will you will be finished?

X : Lecture finishes at about quarter past twelve.

b. T :What is the time?

P : It is ten o'clock

T : Well done.

Slatery and Willis (2001) stated that there are five ways of eliciting language.

These are :

1. Wh-question: What is this?
2. Questions using intonation only: A dog?
3. Questions using inversion: is this an elephant?
4. Unfinished sentence questions with rising intonation: this was a...?
5. Either / or question: Is this an elephant or a kangaro?

Based on the definition above, elicitation technique is a technique that used by the teacher to encourage students to speak. The elicitation technique can form a question. The question will be given by the teacher to the students directly. Furthermore, elicitation techniques can be considered way for teacher to stimulate their students to talk in the classroom (Doff, 1998, as cited in Huyen, 2006). Therefore, the teacher can use this technique to encourage students to speak and teacher has responsibilities to use elicitation technique to extend students' answer and respond.

3.1 Types of Elicitation Technique

In encouraging students' talk in the classroom interaction, most of teachers modify their words, questions or instructions to elicit the students. Kinds of eliciting techniques in this study have been drawn from classifications made by Doff (in Suherdi, 2010). This study is related to the teachers' way in encouraging the students to talk, to get students' ideas and the students' contribution particularly in questions form. Therefore, this study tries to identify teachers'

techniques in modifying their words or questions through elicitation techniques in their classroom interactions. :

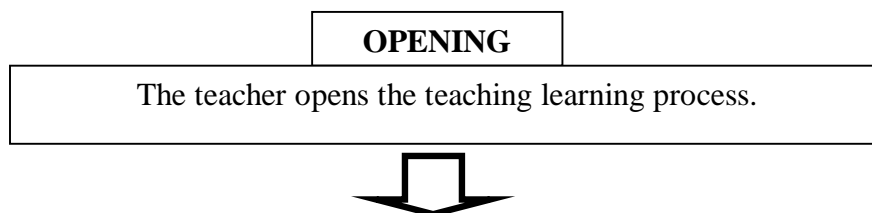
Doffs' Elicitation Techniques

Elicitation offers learners an environment with opportunities to participate. Besides that, elicitation technique makes the students become more active because it increases students talk time, Doff (in Suherdi, 2010). Based on the statement above, it is clear that elicitation techniques will improve students' participation in the classroom. Doff proposes five types of elicitation:

1. Asking Questions

Asking questions is one of the common techniques used by teacher to invite students to participate in the classroom. Doff (in Thuy, 2011:14) states that eliciting can take place at any stages of the lesson and it is mainly done by asking questions. It means, asking questions is the leading techniques to elicit ideas and responses from the students. Moreover, Darn (2008) argues that asking questions is the most important tools for teacher to manage the class, engage students with content, encourage participation and increase understanding. He states that asking questions is considered as an art and science with some rules teacher should take into account, including the various types and appropriate quantity of questions should be raised in a lesson.

The steps to encourage students talk through asking question:



QUESTIONING

The teacher asks a simple question which is related to the topic about their daily activity to elicit the students to talk



MAIN ACTIVITY

The teacher explains about a daily activity
Occasionally the teacher elicit students to ask about the topic or the teacher gives simple question to measure students' understanding.

For example, the teacher will teach a daily activity. The teacher will ask the students about what they are doing everyday :

T : What time do you get up in the morning?

Ss : at Six o'clock in the morning

T : Do you get your breakfast every morning?

Ss : Yes, I have

T : What is that?

S1 : Fried rice and milk

S2 : Savory rice and tea

T : Good, So, now you know your activity everyday and today we will learn about daily activity.

The teacher will ask the questions to the students about what they are doing every morning to know students understanding about the daily activity.

After that, teacher can ask the students to say their activity everyday.

2. Asking questions combined with using pictures

Picture is an interesting media to use in the classroom. By using pictures from textbook or any supplementary source, teacher can motivate students to participate by catching their attention, stimulating their curiosity and imagination. Doff (in Thuy, 2011:21) states that the teacher uses pictures to set the scene and asks questions about what (students) see, why they think it happens, what they think will happen next and how they feel or what they think about it. In short, picture is a good media to activate students' thinking about the topic will be given. This following picture can serve an example.

Picture 3.1.2

Harvesting the wheats



T: What do you see in the picture?

S: Farmer

T: What are they doing?

S: They are harvesting

T: What is being harvested?

S: Wheat

The picture above can be used to get students thinking about the theme of the text before reading. Moreover, the teacher can use the same picture to revise vocabulary necessary for reading the text. It will help the students to understand the text easily

3. Asking questions combined with using games or activities

Games and activities also can be used to invite students' participation. Lee (1995) states that it is possible to learn a language and enjoy its self at the same time. Moreover, Wright at al. (1984:1) also states that language learning is hard work. Afford is required at every moment and must be maintained over a long period of time. Games help encourage many learners to sustain their interest and work. Hence, teacher should be creative in teaching. Games can help the teacher to create fun classroom. It means, games and activities are clearly seen as effective tools that help teacher to create specific context in which the language is useful and meaningful. Concerning to the benefit of games and activities, Ersoz (2000) in the internet TESOL journal has emphasized that if games and activities are well chosen and appropriately used, they can give students a break and at the same time allow students to practice language skills in amusing and motivating way. In other words, game can be alternated to make students become active in the classroom. If games are well chosen and appropriately used, they can give students a break simultaneously create chances for them to practice new skills in highly amusing and motivating way (Ersoz 2000). In order to fully obtain these benefit, one thing teachers should take into consideration is that whenever a game

is to be conducted the number of students, proficiency level, cultural context, timing, learning topic and classroom setting are factors that should be taken into account (Nguyen and Khuat in Thuy:2011). In short, games affect students positively if it is chosen appropriately.

4. Asking questions combined with using texts and dialogues

Doff (in Thuy, 2011:23) states that teacher may also consider using texts and dialogues to guide students to respond to the language use and the context of use presented in those texts and dialogues. It means texts or dialogues can be used to invite students' participation in the classroom. Authentic texts or dialogues, when introduced into language classroom, it can bridge the gap between classroom knowledge and student's capacities to participate in real world events (Wilkin in Thuy, 2011:23). Moreover, texts or dialogues play an important role in providing students with illustrative language samples. Since the texts or dialogues serve as standard samples for students to imitate, the teacher should choose materials carefully according to the syllabus and by considering learners' factors such as, learning style, ability and interest.

5. Asking questions combined with non verbal language

Non verbal language is one of the attractive ways to teach students in the classroom. Non verbal language such as mimicry, gesture, facial expression, body language can be alternated to make students active in the classroom. Doff (in Thuy, 2011:23) states that non verbal language is used mainly to elicit new vocabulary and structure. Because, in using non verbal language the teacher

does not give the question with his other voice, but with their body language, mimicry, gesture, facial expression, etc. It will provoke students' curiosity and attention. The students will think what does the meaning of teachers' gesture. The students pushed and motivated to gap teachers' gesture. For example, when the teacher will teach about descriptive text, teacher can use body language, mimicry, etc. If the teacher wants to give a clue to the students about cat that will be described, teacher can use body language and act like a cat. For the students, they have to guess what does the teacher's body language meant. Then, to ask about the cat's food, teacher can use her/his gesture.

1.2 Techniques for Elicitation

Eliciting the students to participate in the classroom especially in EFL class is the teachers' job. The teacher should find the effective way to elicit students to participate be more active. The activeness of the students in the class can improve students' ability particularly in speaking. There are many techniques ESL teachers can use to elicit from students, depending on what the teacher wants to elicit. In elicit the students, teacher should give time for the students to think what will they say to. Then, for the questions from the teacher it will be better if the question does not in yes-no question. Because, when the teacher gives yes-no question, students just need answer yes or no. Besides that, the teacher only finds little response from the student. Therefore, the teacher should give short answer or questions that need students' opinion. If the students cannot answer the question or the students just gives little respond, the teacher can give some input or clue to help the students. Below are some techniques for eliciting:

a. Eliciting vocabulary

Eliciting vocabulary is used when we want the student to come up with a word on their own. This may be used by the teacher to review the word that already taught. The teacher can ask to the students about the meaning of some words or it can be about the synonym or antonym the word. If the students do not know what the answer is, the teacher can elicit the students by giving the definition.

T : What is the meaning of pen?

S :Mmmmm.....

T : Pen is a thing that be used by us to write something in the paper.

S :Pulpen.

T : Good. That's right!

b. Eliciting grammar

Eliciting grammar is used by the teacher to elicit students' grammar understanding. Teacher can use a situational dialogue, a drawing or modeling. Through the situational dialogue, the students can observe the grammar used in the dialogue. The teacher can ask some students about the grammar that used in the dialogue. If the students confused about the answer, the teacher can elicit the student by give some clue like the verb or the time that use in the dialogue. The teacher also can ask the students questions that require the students to answer using a particular grammatical form.

3.3 Advantages and Disadvantages of Using Elicitation Technique

Like any other tools of communication , questioning or eliciting will be use for a great many specific purposes. When considering questioning and answering as parts of the normal human use language, it will be use to find out what is still unclear, and to help the person who will be questioning understand something better or to prompt him or her to remember something. Elicitation is of great importance. In the persentation stage, students are usually passive to listen to or to wait for the teachers explanations and persentations of the new knowledge. If teachers elicit from students, they can get them actively involves in the classroom activities (Ur, 1996, p. 229).

The first positive point will be addressed that elicitation technique are involves the class by keeping students alert, drawing their attention as well as making them think. Doff (1998, p. 159) will be diagnosa the problem that in the persentation stage. It is likely that teachers will talk most of the time in order to provide as much knowledge as possible while students' main task is listening to the teachers instruction meaning. This part of the lesson will be dominate by teacher – he or she is using english to introduce new materials. As a consequence, even the best students can find their minds wandering occasionally in class. If the teacher can activate students' mind and call back their attention by asking them to contribute to this stage of of the lesson, there is a far less chance that distracting factors can drift into students' minds. This leads to the fact that students' logical, reflective or imaginative thingking will be stimulate by answering the teachers' questions troughout the lesson.

Secondly, elicitation help maximize students talking time and simultaneously minimize teacher talking time. In the class, if students respond to most of the questions provide by teachers in almost every stage of the lesson, they undoubtedly speak more than they do if they just listen to teachers explanation. As a consequence , questioning will be raise in appropriate time can keep the teacher talking time to minimum while maximizing students' contribution together with their talking time.

Doff (1988, p. 161) will be assume that eliciting encourages students to draw on what they already know or partly know, which makes up for another benefit of elicitation. By starting with easy questions and moving to the more difficult ones, teachers will be able to boost students answering and realize the limitation of students' knowledge once their answers start to become incomplete or wrong. Thus, elicitation creates two influences on teachers:

1. Teachers know how to adapt the presentation to the level of students, and
2. Teachers can mainly spend lesson time on the most importance points.

Moreover, it will take for grants that elicitation technique may create motivation among students. According to Ur (1996), when trying to answer the eliciting questions from the teacher, students immediately work out or at least they may guess the answer. Students will feel pleased if their answer or guess is correct. If not, they will self realize that they need to study more on the answers and become receptive.

Most importantly, eliciting is the tool used to create direct interaction between teachers and students. Corey (1940, cited in Hargie, et al, p.66) considers

teachers' elicitation as a fundamental and important means of classroom interactions. This benefit will be stated by Ur (1996, p.229) when the author will be affirmed that elicitation serves several purposes such as giving opportunities for students to present their ideas. Kisscok and iyortsuun (1982) also share the same view that it is of essence for teachers to realize the significance and impact of questioning on communication and learning in the classroom in order to improve the use of questions by both teachers and students.

On the other hand, a number of drawbacks of elicitation are also will be pointed out first. It may be a waste of time. Second, it does not always result in more student talking time. It may not be students' habit to respond to teachers questions due to their learning culture.

Elicitation is quite a difficult skill. It needs practice and experience to make it fully use of. I do believe that, though it still bears a number of downsides. Elicitation is really effective technique that will be applied in language teaching learning. In short, elicitation technique is beneficial for both teachers and students. There are a great number of purposes for teachers to use elicitation; as a result. Teacher will take every chance when chance when possible in order to apply appropriate types and forms of questioning in language teaching classroom.

3.4 The Procedure of Easily Elicitation Technique in Teaching Speaking

According to Nunnan and Bailey, it means all the method will be used by the researcher to get information directly from informants. In this procedure, the

teacher have to interact with them, so it doesn't mean that the teacher just observe the students. There are some procedure of elicitation include:

a. Interviews

It is the most common of all oral tests. Compared with discussion /conversation, an interview is structured. And compared with question and answer, an interview is more authentic, it has a consistency and a relevance that stretches over more than one question or comment. It can be held in a formal situation with the knowledge of the testee of being tested but still has the potential to maintain an informal air depending upon the interviewers ability. Regular practice of this in an EFL programme wil give very good scores of the learner's progress.

Typesof Interviews

1. Structured Interviews
2. Semi-Structured Interviews
3. Unstructured Interviews
4. Ethnographic Interviews
5. Focus Group Interviews

b. Questionnaires

Surprisingly, very few of the expertsmentioned questionnaires or surveys. One limited his useto problems that were fairly concrete. Another focused on market research surveys as an aid in understanding external customer needs.Similar to structured interviews especially the closed-ended items.It can be

broadcasted or analyzed easily with the help of technology and avoid ambiguous and unclear questions especially when administering in second language of the respondents

c. Combining Questionnaire and Interview Data

Questionnaires and interviews work well together with on Practical and convenient vs. less practical but detailed Questionnaires let us sample broadly while interviews explore more deeply the researcher can apply questionnaires first to get a broad information and then interview to have more detailed data.

After applying a questionnaire to a large group, you divide them into two groups and then select a few people who represent the larger sample according to carefully defined criteria in each group = Sample-resample process-two phase and raised design.

d. Production Task

Techniques used to obtain samples of learner language in order to study development that learners pass through while dealing with second language. Observation and recording of learner language are very time-consuming and may not give us enough material to detect patterns to learn about language development. Learners may not produce a particular structure in the presence and it doesn't mean that they haven't acquired it. There are types from production task:

1. Discourse Completion Tasks
2. Role-Plays
3. Tests Used as Elicitation Procedures
4. Picture Description Tasks

5. Using Tasks to Investigate Negotiation of Meaning

3.4.1 Advantages and Disadvantages of elicitation procedure in Teaching Speaking

There are some advantages and disadvantages procedure of elicitation technique in teaching speaking: (a) They are so variable that they can result in data that are incredibly rich, (b) They can also be used in combination. (Dowsett,1986), (c) These combinations helps in method triangulation, (d) They can be greattime-savers, as they will provide large amount of data in much shorter time than naturalistic observation, (e) They provide data that could not be obtained by anyother way.

While using elicitation devices, the researcher should determine in advance what is to be investigated and this can cause two problems which can affect validity:

1. Other relevant issues may be ignored by determining in advance what is going to be considered relevant
2. It may not be certain whether the results obtained are because of the elicitation devices employedornot.

B. Conceptual Framework

A good learning process can involved both the teachers and the students. It encourages the willingness to study. In speaking, the teachers should designed an interactive lesson to explore the speaking ability of the students.

Mostly, the learners of foreign language have weakness in self-confidence and enthusiasm in speaking the language. They felt unconfident to speak ungrammatically. It made them less participate into the lesson. The vocational students face the same problem as well.

Elicitation technique is an appropriate technique to improve the students' interest in speaking. Teaching english speaking through Elicitation Technique can improve the students' speaking achievement in expressing their ideas whether they can express the language correctly and fluently or not. This technique can increase the students' self-confidence and enthusiasm because by applying this, the encouragement to speak is higher since they can be as someone or whatever according to thei elicit. This were help students to express their ideas.

In applying this technique, the teacher did not observer of controlled language practice where students say a lot of sentences by using particular piece grammar. They were looked at the students' activeness. In addition, the existence of peer in elicitation technique helped the teacher to arouse the students' interest in speaking. Therefore, trough elicitation technique, vocational students motivated to speak in english.

C. Related Research

Related of this research are "Using Picture Of Daily Activity In Teaching Through Elicitation Technique To Improve The Students' Speaking skill" published by English Studies International Research Journal made by Dr. Gyan Singh Gautam in India year 2015 and the other thesis, the first title is " Elicitation

Technique Used by Teacher to Encourage Students Talk: a case of English Teachers of SMA N 3 Semarang by Maryanti Ima Nurokhmah, 2009 Under Graduates thesis, Universitas Negeri Semarang. In this paper, the analysis of the data based on Coulthard (1975) and Slatery and Willis (2001).

CHAPTER III

METHOD OF RESEARCH

A. Location and Time

This research was conducted in SMK Negeri 5 Medan at Jalan Timor Ujung No. 36 Medan in academic 2017/2018. The reason for choosing this school because the researcher found that the students had a low ability in speaking.

B. Subject and Object of the Research

The subject of this research was the tenth grade of SMK Negeri 5 Medan in academic 2017/2018. Based on the purposive sampling technique, the researcher took X TOKR 4 students which consisted of 27 students as the subject of the research. Because the researcher found that they have a low ability in speaking.

The object of research was applying with picture daily activity to improve the students' achievement in speaking.

C. Research Design

This Research was conducted by using classroom action research. Classroom action research is a method of find out what works best in your own classroom so that you could improve students' learning.

There are four steps to conduct classroom action research namely:

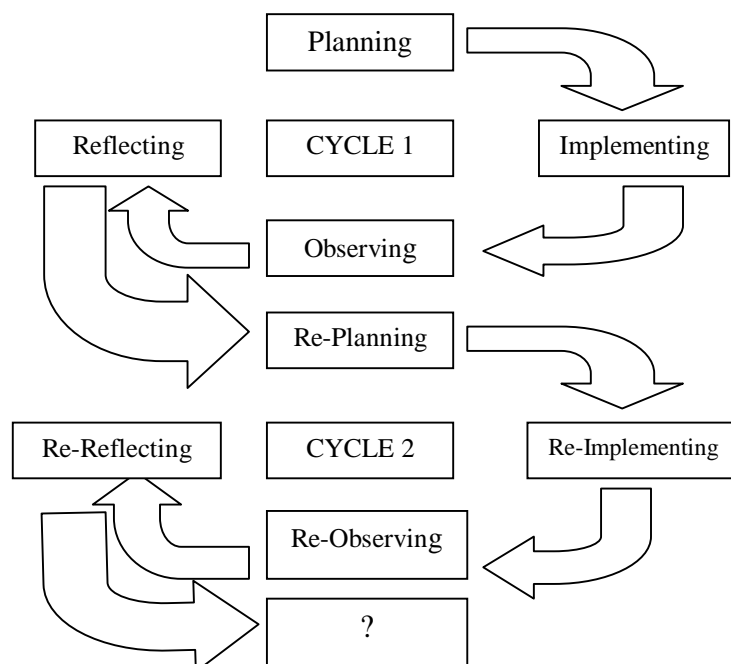
1. Plan was involved thinking process and evaluating to reflect the event that happened and attempting to found ways to overcome problem encounter.
2. Action was considered what actions, how the method provide.

3. Observation is activity that was consisted of gathering data to identify the result action. Includes activity of students and teacher.
4. Reflection is activity the fairness of data for doing some improvement and revisions in another enhance the successful of teaching.

D. Procedure of Collecting Data

In this classroom action research, the cycles depend on the indicators, whether the indicators was already achieved or not. The first cycle was conducted based on the problem faced by students' achievement in speaking skill trough elicitation technique. Then, the researcher analyzed and discussed the result both speaking test and observation. If the result achieves the indicator, the researcher was conducted the next cycle. It focused on the weakness of the previous cycle and so on. Each cycle consists of: Planning, action, observation and reflection. The description of the Cycle of Classroom Action Research (Arikunto, 2015: 42), can be seen as follow:

Chart 3.1
Cycle of Classroom Action Research



There are two cycles and four steps to conduct classroom action research namely:

1. Cycle 1

a. Planning

The activities in the planning

1. Make the lesson plan about Elicitation Technique.
2. Design the steps in doing concept of speaking in teaching elicitation technique.
3. Prepare the Material about Elicitation Technique
4. Prepare sheets for classroom observation. To know the situation of teaching learning process when the strategy will be applied.
5. Prepare teaching aids, that is the picture.
6. Preparing a test, that is speaking test

b. Action

Teachers' activity:

1. The teacher opened the class by greeting to the students.
2. The teacher told the students what material they learn
3. The teacher told the students about the purpose of learning the topic.
4. The teacher was showed some picture with the topic daily activity
5. The teacher asked the students' to speak what they know with the picture that the teacher showed
6. The teacher explained the pictures.

7. The teacher was showing the example with another picture and tell how to describe or elicit the picture with their minds self.
8. The teacher given motivation to the students.
9. The teacher made the conclusion about the topic with students.
10. The teacher closed the class.

Students' activity:

1. The students answered greeting from the teacher.
2. The students listened what the topic
3. The student listened about the purpose of learning the topic.
4. The student looked at the picture from the teacher shows.
5. The students answered what they look from the picture.
6. The students listened the explain of the picture.
7. The students given attention and listen the teacher.
8. The students listened some motivation of the teacher.
9. The students made the conclusion about the topic with the teacher.
10. The students answered closing from their teacher as response to the teacher.

c. Observation

Observation was done to collect the data, teacher and students activity attitude during teaching learning process. In this section the researcher do the formal observation. The researcher is an English teacher was an observer.

d. Reflection

Reflection was a feedback process from the action that was done. Reflection used to help the teacher make decision. The Teacher and researcher analysed all recording information learning process by using observation sheet, the result of the test, interview sheets, and diary notes.

2. Cycle 2

If the revision is needed in cycle 1, it was revised and continued in cycle 2.

E. Instrument of Collecting Data

The researcher used four instruments, they are observation sheet, test, interview sheet, camera recorder.

1. Observation Sheet

Observation sheet are used to observe all activities that happened during the teaching learning process. The activities was included teacher and students activities.

2. Test

Test is sequence of practice which used measure skills, intelligence, ability and attitude own by individual or group. The instrument of test is speaking test, that is oral test. Test was taken from using a picture of daily activity.

3. Questionnaire Sheet

A questionnaire is a [research](#) instrument consisting of a series of [questions](#) (or other types of prompts) for the purpose of gathering [information](#) from

respondents. The questionnaire was answered by asking to the English teacher and the students to collect the data about the students and teaching learning process.

The questionnaire in this study was conducted with teacher and students at SMK Negeri 5 Medan. The first question was done with English teacher to know about specific information of English teaching activities such as problem, the method, and strategy in learning process. The second questionnaire will be done with the students. The researcher asked their interest in English, their problem in English and their mark in English.

4. Camera Recorder

Camera Recorder was functioned to record the sound and take a documentation of the students speaking activities in teaching learning process. The camera recorder uses mobile phone and taken with the reseacher.

F. Technique of Collecting Data

There are some procedures in collecting data:

1. Pre-Test

Pre-test was given before the treatment. The function of the pre-test are to know the mean scores of students before giving a treatment. The test is speaking test.

2. Treatment

The treatment was given to the students through elicitation technique by using pictures in teaching speaking. The treatment was given in cycle 1 and cycle 2.

3. Post-Test

After the treatment, test was given to the students. The researcher was given an essay picture test to find out their score in elicit their speaking opinion. The lowest score is 60. It is according to the Standart English Score (KKM) in tenth grade at the school.

G. Technique of Analyzing Data

Qualitative and quantitative data will be used in this study. The qualitative data will be used to describe the situation during the teaching-learning process, and the quantitative data will be used to analyze the students' score.

The qualitative data was analyzed from the observation sheet, interview sheet, and documentation to describe the implementation of the students' speaking skill through elicitation technique.

According to Suharsimi Arikunto (2010:284-285) the mean of the students' score of assesment was calculated by following formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where:

\bar{x} : The mean of the students' score

$\sum x$: The total score of students

N : The number of students

The criteria of able point:

$N > 60$: Able

$N < 60$: Unable

CHAPTER IV

DATA AND DATA ANALYSIS

A. The Data

The data of this research consisted of two kinds. They were quantitative data that got from students' score in speaking elicitation technique by using daily activity picture in oral test and qualitative data that got from observation sheet, questionnaire and camera recorder.

1. The Quantitative Data

The quantitative data was taken from the students' score in test. The test was oral test . it was taken from English SMK/SMA/MA Grade X book that consisted of picture daily activity . The students' score in the pre-test, cycle 1, and cycle 2 can be shown from the table below:

Table 4.1

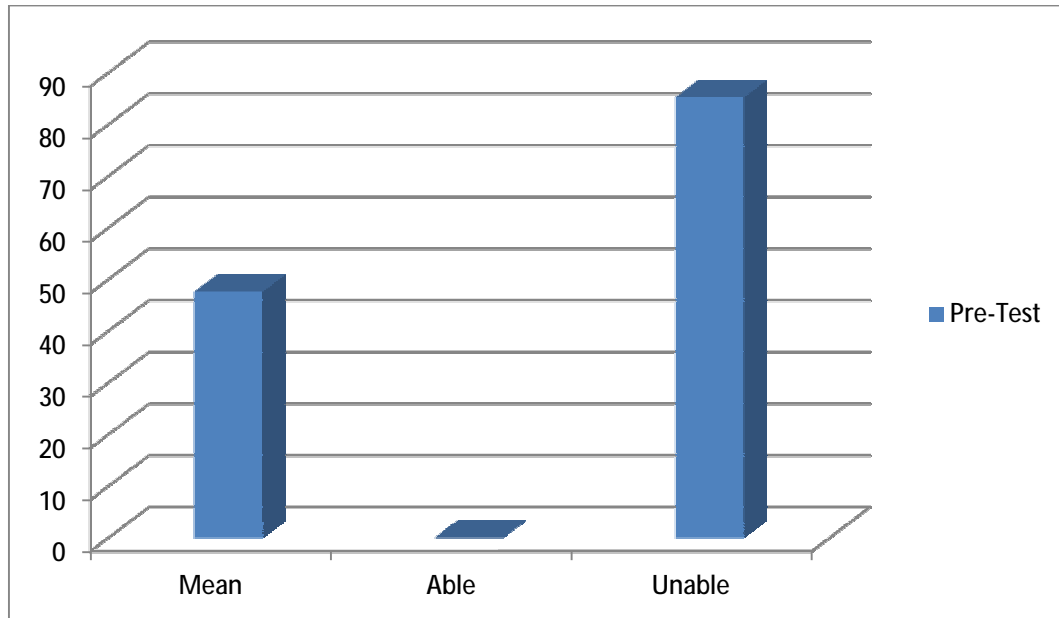
The Students' scores in Pre-test,cycle 1 and cycle 2

No.	Name	Pre- Test Score	Post- Test Score (Cycle 1)	Post- Test Score (Cycle II)
1	AS	35	45	75
2	AM	50	60	75
3	AP	55	55	80
4	AH	65	70	80
5	BE	30	60	75
6	CP	30	40	75
7	DP	55	60	75

8	DA	35	50	75
9	DK	65	75	90
10	EA	40	50	75
11	GN	50	65	80
12	HJ	55	50	75
13	JS1	55	65	75
14	JS2	40	45	75
15	KR	45	50	75
16	LB	50	55	75
17	MI	55	65	80
18	MS1	45	60	80
19	MS2	65	70	85
20	MS3	50	60	80
21	MY	45	50	75
22	PJ	25	45	75
23	RA	40	45	75
24	RP	50	55	75
25	RR	35	50	75
26	RS	55	60	75
27	RC	65	70	80
Total Number		1285	1525	2085
Mean Score		47.59	56,48	77,22

The first test was given before treatment, it called by pre-test. Based on the result in the pre-test, the total score of the students was 1285 and the number of students was 27, so the mean score was $\frac{1285}{27} = 47.59$. The students who got score more than 60 was 14.8% or 4 students and the students who got score less than 60 was 85.2% or 23 students. So, The students frequency in the pre-test was 14.8% (See appendix 5) and it can be shown from the chart below.

Chart 4.1
Students' score in Pre-Test



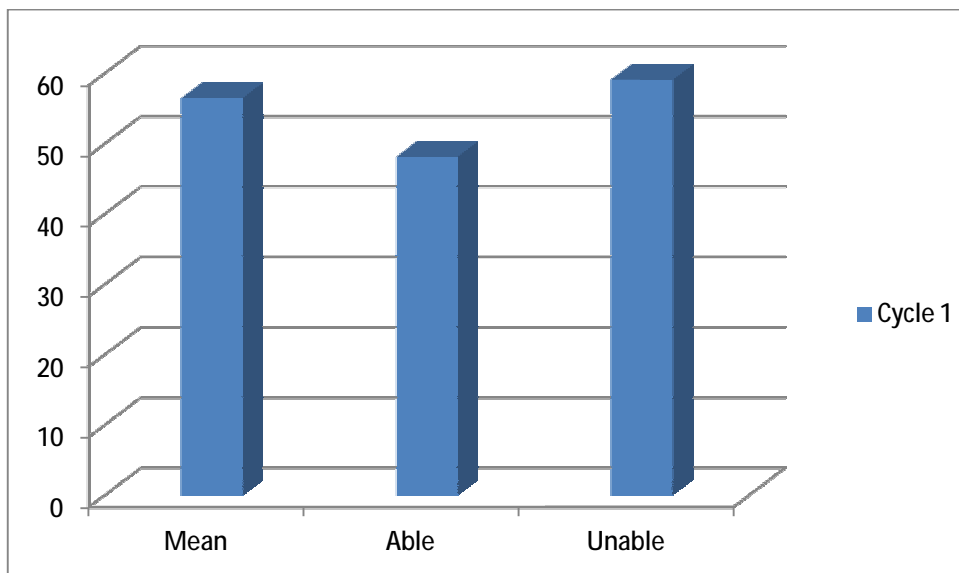
The table and chart above showed that the students who were able 4 students or 14.8% and the students who were unable 23 students or 85.2%. from the data above it can be concluded that the students in tenth grade at SMK Negeri 5 Medan in academic years 2017/2018 had low ability in speaking through elicitation technique.

So, to improve the students' speaking achievement through elicitation technique, the researcher gave the teacher a technique in teaching speaking by using elicitation technique in daily activity picture. In that time, the teacher helped the researcher to apply the technique and the researcher was an observer. After the

teacher had applied the elicitation technique in students speaking by using daily activity picture in cycle 1, the teacher gave them the test that oral test.

Based on the result from the test in cycle 1, the total score of the students was 1525 and the number of students was 27, so the mean score was $\frac{1525}{27} = 56.48$. The students who got score more than 60 was 48.1% or 13 students and the students who got score less than 60 was 51.9% or 14 students. So, the students frequency in the cycle 1 was 48.1% (See appendix 6) and it can be shown from the chart below.

Chart 4.2
Students' score in Cycle 1

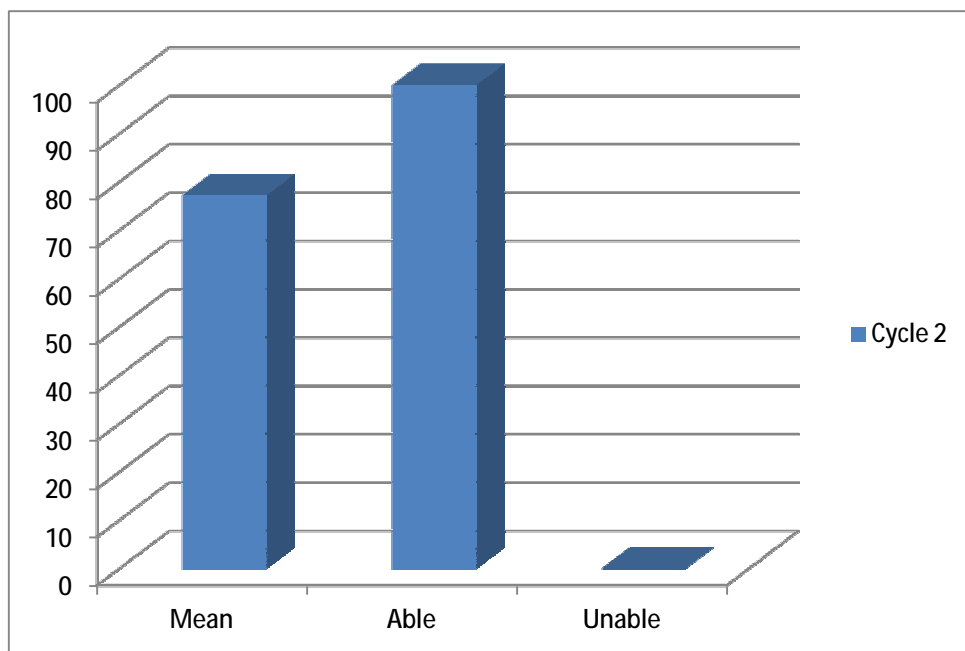


The table of chart above showed that the students who were able 13 students or 48.1% and the students who were unable 14 students or 51.9%. Based

on the data above, the teacher and researcher concluded that cycle 1 was still improvement. So, the teacher and researcher revised all the activities in the cycle 2. Then, the teacher applied elicitation technique in students speaking by using daily activity picture in cycle 2, the teacher gave them the test that oral test.

Based on the result from the test in cycle 2, the total score of students was 2085 and the number of students was 27, so the mean score was $\frac{2085}{27} = 77,22$. The students who got score more than 60 was 100% or 27 students and the students who got score less than 60 was 0% or 0 students. So, the students frequency in the cycle 1 was 100% (See appendix 7) and it can be shown from the chart below.

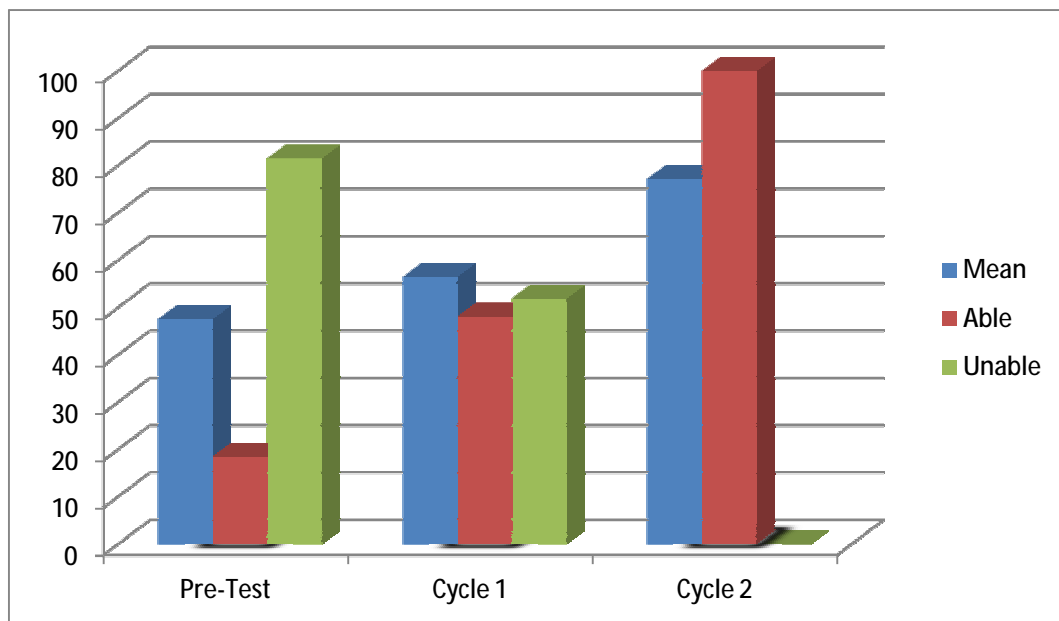
Chart 4.3
Students' score in Cycle 2



The table and chart above showed that the students who were able 27 students or 100% and the students who were unable 0 students or 0%. From the data above, it can be concluded that the students' score in cycle 2 had improved. It meant that students' achievement in speaking through elicitation technique in the tenth grade SMK Negeri 5 Medan in academic year 2017/2018 had been improved by using daily activity picture. The improvement of students' score in pre-test, cycle 1, and the cycle 2 can be seen from the chart below.

Chart 4.4

The Improvement of Students' Score and Students' Frequency in Pre-Test, Cycle 1 and Cycle 2



2. The Qualitative Data

The qualitative data was taken from observation sheets, Questionnaire sheets and camera recorder. The researcher used observation sheets, questionnaire

sheets and camera recorder to know the improvement in teaching speaking daily activity by using picture trough elicitation technique.

B. Data Analysis

1. The Analysis of Quantitative Data

Six meetings were conducted in this research. First meeting used to give pre-test to the students. The researcher gave the test to know the student's score before applying picture in teaching speaking daily activity. After knew the score, the teacher helped the researcher to apply daily activity picture in teaching speaking in the second meeting, third meeting (cycle 1) and fourth meeting, fifth meeting (cycle 2). After every cycle had finished, the researcher gave the test, to know students' score after applying daily activity picture in teaching speaking through elicitation technique. The test was speaking test. It was taken from English SMK/SMA/MA Grade X book and picture from internet.

To know the mean score, the researcher was using this formula:

$$\bar{x} = \frac{\sum x}{N}$$

Where :

\bar{x} : The mean of the students' score

$\sum x$: The total score of students'

N : The number of students

And to know the percentage of student who was able doing the test, the researcher using this formula :

$$P = \frac{R}{T} \times 100\%$$

Where:

P : The percentage of those who getting score

R : The number of students' getting score

T : the total number of the students

In the pre-test, the total number of students' getting score was 1275, the students who got score more than 60 were 4 students and the number of students was 27. So, the mean score was $\frac{1275}{27} = 47.59$ and the percentage of students who getting score was $P = \frac{4}{27} \times 100\% = 14,8\%$

In the cycle 1, the total score of students was 1525, the students who got score more than 60 were 13 and the number of students was 27. So, the mean score was $\frac{1525}{27} = 56.48$ and the percentage of students who getting score was $P = \frac{13}{27} \times 100\% = 48,1\%$

In the cycle 2, the total score of students was 1770, te students who got score more than 60 were 27 students and the number of students was 27. So, the

mean score was $\frac{x}{27} = \frac{2085}{27} = 77.22$ and the percentage of students who getting score was $P = \frac{27}{27} \times 100\% = 100\%$.

So, the mean score from pre-test was 47.59, the mean score in cycle 1 was 56.48, the mean score in cycle 2 was 77.22 ; the students who got score more than 60 from pre-test was 5, the students who got score more than 60 in cycle 1 was 13, the students who got score more than 60 in cycle 2 was 27; and the percentage of students who got score more than 60 from pre-test was 18.5%, the percentage of students who got score more than 60 in cycle 1 was 48.1%, and the increasing from pre-test to cycle 1 was 29.6%, the percentage of students who got score more than 60 in cycle 2 was 100%, and the increasing from cycle 1 to cycle 2 was 51.9%.

From the data above, we could see that there was improvement in students' speaking achievement through elicitation technique from pre-test to cycle 1 to cycle 2.

2. The Analysis of Qualitative Data

As it has been explained before, the qualitative data were taken from observation sheets, questionnaire sheets and camera recorder. It were explained as follow.

2.1 Observation Sheets

Observation sheet was used to observe all activities that happened during teaching learning process. The activities that happened during the teaching learning process. The activities included teacher and students activities. The

researcher was an observer for the english teacher and the students of the class consist 27 students. The researcher did formal observation. The researcher observed every meeting in cycle 1 and cycle 2.

In every meetings the teacher didn't come late, but didn't observe the students' intensively (second meeting, cycle 1) when giving the explanation. In next meeting, she was more observed the students intesively and used time effectively. From the students side, in the second meeting (cycle 1), the students didn't came late, didn't give their attention to her teacher, didn't enthusiast to give their opinions, still quite noise, but in the second meeting (cycle 1), third and fourth meeting (cycle 2) the students didn't come late, give their attention to the explanation of their teacher, and enthusiast to give their opinions and more active in teaching learning.

From the data previously, we found that there was improvement from second and third meeting (cycle 1) to fourth and fifth meeting (cycle 2). (see appendix 8 and 9).

2.2 Questionnaire

A questionnaire is a [research](#) instrument consisting of a series of [questions](#) (or other types of prompts) for the purpose of gathering [information](#) from respondents. The questionnaire was done by asking to the English teacher and the students at SMK Negeri 5 Medan .

The first questionnaire was done before applying picture of daily activity in teaching speaking throug elicitation technique. It used to know English teacher

opinions about specific information of English teaching activities such as problem, the method, and strategy in learning process before applying picture of daily activity in teaching speaking through elicitation technique. The second questionnaire was done with the teacher and students after applying daily activity picture in teaching speaking through elicitation technique. It used to know English teacher ' and students' opinion after applying daily activity picture in teaching speaking through elicitation technique.

In the first questionnaire, the teacher said the student didn't really good in english especially in speaking.

In the second questionnaire after applying picture of daily activity in teaching speaking through elicitation technique, the teacher said there were improvements in students' skill in speaking especially Speaking about their daily activity and many of students' choose that they sometimes like daily activity picture

From the questionnaire, we could see that there was improvement after applying daily activity picture in teaching speaking through elicitation technique. (See appendix 10).

2.2 Camera Recorder

Camera Recorder had functioned to record the sound and take dokumentation of the students speaking activities in teaching learning process. The camera recorder was used mobile phone and taken with the reseacher. In every meetings the teacher didn't come late, but didn't observe the students'

intensively(second meeting, cycle 1) when giving the explanation. In next meeting, she was more observed the students intesively and used time effectively.

C. Research Findings

Based on the data analysis, it showed that the students' achievement in speaking through elicitation technique had been improved by using daily activity picture. It could be seen from the quantitative data. The mean score from pre-test was 47.59, the mean score in cycle 1 56.48, the mean score in cycle 2 was 77.22 ; the students who got score more than 60 from pre-test was 5, the students who got score more than 60 in cycle 1 was 13, the students who got score more than 60 in cycle 2 was 27; and the percentage of students who got score more than 60 from pre-test was 18.5%, the percentage of students who got score more than 60 in cycle 1 was 48.1%, and the increasing from pre-test to cycle 1 was 29.6%, the percentage of students who got score more than 60 in cycle 2 was 100%, and the increasing from cycle 1 to cycle 2 was 51.9%.

It also could be seen from qualitative data that were observation sheet, questionnaire and camera recorder

From the observation sheet, we could see that in the second meeting and third meeting (cycle 1) the teacher still came late,didn't observe the students intesively and didn't use the time effectevly, but in fourth and fifth meeting (cycle 2) the teacher didn't come late, observe the students intesively and use the time effectevly,and from the students side in the second and third meeting the students still come late, didn't give their attention to her

teacher, and didn't enthusiast to give their opinioins, but in fourth and fifth meeting (cyle 2) the students didn't come late, their attention to her teacher, and enthusiast to give their opinioins.

From the Questionnaire sheet, we could see that in first interview, the teacher said only some students like to speak English. Most of students said they can't to speak English, they thought that it was very difficult. In the second interview, after applying speaking by using daily activity picture the teacher said they felt interesting and there was improvements for students to speak by using daily activity picture, and the students said the picture help to speak English.

From the camera recorder, we could see that in the picture, in second meeting and third meeting (cycle 1) the teacher still came late,didn't observe the students intensively, but in fourth and fifth meeting (cycle 2) the teacher didn't come late, observe the students intensively. from the students side in the second and third meeting the students still come late, didn't give their attention to her teacher, and didn't enthusiast to give their opinioins, but in fourth and fifth meeting (cyle 2) the students didn't come late, their attention to her teacher, and enthusiast to give their opinioins.

It could be concluded that speaking through elicitation technique by using daily activity picture could improve the students' speaking achievement through elicitation technique.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

After analyzing the data, it was found out that the students' speaking through elicitation technique score increased from the first cycle to the second cycle. It means that there was an improvement on the students' achievement in speaking through elicitation technique by using daily activity picture. The analysis of the quantitative data showed that there were improvements from the first test to the last eventually. Furthermore, it was also proved through the observation sheets, questionnaire and camera recorder which indicate there was an improvement in learning result by using daily activity picture in teaching learning process from the first cycle to the second cycle. Therefore, daily activity picture significantly improved the students' achievement in speaking through elicitation technique.

B. Suggestion

The result of the study showed that improving students' achievement in speaking through elicitation technique by using daily activity picture. These following suggeston are offered:

1. For the English teacher, it is a good alternative to make the students interested in speaking and teacher must be able to control the students during learning process by using daily activity picture.
2. For the students, it is suggested that daily activity picture can be used to help to speaking currently used by their ideas.
3. For all readers, this research can contribute a good understanding of how to improve the students' achievement in speaking through elicitation technique by using daily activity picture
4. For the other researcher, it is suggested that daily activity picture should be researched more in other types of speaking, for role play, interview, dialogue, and games to improve the students' skills.

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