CHAPTER I
INTRODUCTION

A. Research Background

Speaking in foreign language is very complex task because the speaker has to understand the nature of what appears to be involved. For example, learners need linguistic competence to be able to use the language appropriately to give context. It means that learners must also acquire knowledge of how the native speaker uses the language in the context of structured interpersonal exchange, in which many factors interact.

Speaking ability is one of indicator to determine whether or not the students mastering English. In fact, many students have learnt English for many years but they cannot express their ideas in English well. practically, the student always used their mother tongue, so they get difficulty when they want to express their ideas in English. the fact also shows that many students failed to reach the goal of English teaching especially in the speaking skill because they have limited opportunity to speak.

Based on the results of interviews with the English teacher at SMA Negeri 1 Kembayan, the researcher found that there were problems faced by class X Mipa 3 students in speaking skills, the problem faced by students in speaking skills was a lack of English vocabulary, fear of wrong pronunciation. technique that can solve the problem.

Elicitation techniques is any of a number of data collection techniques used in language teaching and learning process or other fields to gather knowledge or information from people. Teaching speaking should be taught in attractive and communicative activities. There are many types of classroom speaking activities. Harmer (2001: 86) states there are nine classroom speaking activities. They are discussion, conversation, oral report, role-play, interview, questions and answers, using a picture or picture story, giving instructions/descriptions/explanations, retelling story from aural or written

stimulus. Based on the findings only four of them were used they are conversation, interview, questions and answers, giving explanations.

In addition, to design and apply a technique in classroom interaction, the teachers need to be aware of implementing classroom interaction so that students can easily follow and understand the lesson given. Brown (2004 : 275) summaries that techniques should fulfill student's needs,encourage students' motivation, provide appropriate feedback and correction, and give students opportunities to initiate oral communication.

In stimulating students' talk and discouraging students' silence in the classroom, the teachers may employ some appropriate techniques. One of which is to employ Eliciting Techniques. Coulthard (1975 : 28) mentions that there are six Eliciting Techniques to raise classroom language, eliciting inform, eliciting confirm, eliciting agree, eliciting commit, eliciting repeat, and eliciting clarify. Moreover, Slattery & Willis (2001 : 48-49) also state that there are five ways of eliciting language in the classroom,questions, questions using intonation only, questions using inversion, unfinished sentence questions with rising intonation, and either/or questions.

Based on the explanations above, it can be said that teachers are required to be well prepared in presenting the lesson through supported activities or techniques including eliciting techniques to stimulate students' talk in the classroom. 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-andanswer movement towards new discoveries is often more effective than simply giving". In other words, eliciting techniques can help students activate their communicative competence and use English language to express their feelings and ideas. As a result, classroom interaction will run more effectively and efficiently.

The previous studies showed that Elicitation techniques significantly contributed to teaching-learning process, Era Litawati (2014 : 20) investigated

the elicitation techniques used by the teacher to encourage students' talk of the third-year students in Semarang. They found that eliciting techniques could stimulate the mastery of new vocabularies, motivated the students to talk, promoted students' answers, and provoked students' critical thinking.

The researcher choose SMA Negeri 1 Kembayan because has some facilities with the researcher needs. and X Mipa 3 grade has been taught about speaking lesson to easly explain the material of elicitation technique beside that the location is comfortable and easly to do research and the students are very enthusiastic in learning.

Based on the consideration above, the present study tries to investigate the eliciting techniques used by the teachers to stimulate students talk in classroom interaction. It also focuses on students' responses and teachers' feedback towards students' responses at SMA Negeri 1 Kembayan.

B. Research Problem

Based on the research background above,the research question in this research is " How can Elicitation Technique improve students' Speaking Skills at Tenth grade students of SMA Negeri 1 Kembayan Academic Year 2022/2023?"

C. Research Purpose

Based on the research question above, the purpose of this research is To describe Elicitation technique improve students' speaking skills at Tenth grade students of SMA Negeri 1 Kembayan Academic Year 2022/2023.

D. Signifiances of the Research

The research findings that I will carry out are expected to have both academic and practical contributions.

1. Theoritically significances

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

2. Practically significances

a. The Teachers.

In this study,the research result can be useful for teachers in implementing Elicitation in talk teaching students speaking skills and increase knowledge of teaching techniques

b. The students.

In this study students can to use Elicitation technique in practicing their speaking skill.

c. The other researchers.

For other researchers,hopefully it can be useful information to conduct the same research in different aspects and apply what researchers have not been able to aplly using the latest innovations and creations owned by the next researcher.

E. Scope of Research

In this study,researchers investigated the problems exprienced by students in conducting speaking skill.

1. Resarch Variabel

A Variables are characteristics or attributes of individuals or organizations that can be measured or observed by research and vary among individuals or organizations studied (Creswell 2012:102). Variables are research objects that can be measured by researchers both individually and in groups. In this study, researchers used two variables. Therefore, the two variables used in this study are quantitative and qualitative to" Improving Student's Speaking Skill Through Elicitation Technique"

2. Terminology

a. Elicitation Technique

Elicitation Technique is an appropriate technique to increase students' interest in speaking. Teaching English speaking through Elicitation Technique can improve students' speaking ability in expressing their ideas whether they can express language correctly and fluently or not. This technique can increase students' self-confidence

and enthusiasm because by applying it. The urge to talk is higher because they can be anyone or anything they think is eliciting. It helps students to express their ideas.

b. Speaking Skill

Speaking is one of four skills that should be mastered in learning English. Speaking is productive language skill the same like writing. The productive language should pass the mental process or it is called as a process of thinking. When the people want to say something and transmit information they need communication.

Speaking English as a foreign language is a difficult skill to teach and learn because learners must master several aspects such as vocabulary mastery. learn because learners must master several aspects such as vocabulary mastery correct pronunciation, knowing grammar, and more. When learners want to speak, they also have to think about all these aspects.

F. Action Hypothesis

Based on the theoretical studies and conceptual development of action planning that has been stated above, the action research hypothesis is formulated as follows: Through the Elicitation Technique the Researcher hope the class X MIPA 3 students of SMA Negeri 1 Kembayan can practice this technique to improve their speaking skills in English subject.