

CHAPTER I

INTRODUCTION

This section includes background of the study, problem of study, objective of the study, significance of the study, scope and limitation of the study and hypothesis each of these items is discussed clearly as follows.

A. Background of the study

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.

Many classroom activities have lack of students' interaction and the students have little opportunities to practice English orally in the classroom. Besides, many students feel anxious to speak in the class (Padmadewi, 1998) and are likely to keep silent or tend to be passive when their teacher asks them some questions (Tutyandari, 2005). Those problems contribute to losing students' interest and enthusiasm to speak in the classroom. As a consequence, the classroom loses its active atmosphere.

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) 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, i.e. 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, i.e. wh-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-and-answer movement towards new discoveries is often more effective than simply giving 'lectures'. 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 researcher choose MTsN pucanglaban because has some facilities with the researcher needs. and VIII grade has been taught about speaking lesson to easily explain the material of elicitation technique beside that the location is comfortable and easy to do research and the students are very enthusiastic in learning.

The previous studies showed that eliciting techniques significantly contributed to teaching-learning process, Farida Fatmawati (2016) and Era Litawati (2014) 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.

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 MTsN Pucanglaban.

B. The Research Questions

The study is conducted to answer the problems formulated in the following questions

1. How is students' speaking achievement before being taught by using elicitation technique?
2. How is students' speaking achievement after being taught by using elicitation technique?
3. Is there any significant difference before and after being taught by using elicitation technique?

C. The Objectives of the Study

Based on the research questions formulated above, the study aims to :

1. Investigate student's speaking achievement before being taught by using elicitation technique.
2. Investigate students' speaking achievement after being taught by using elicitation technique.
3. Investigate there are any significant difference achievement before and after being taught by using elicitation technique.

D. Research Hypothesis

Hypothesis is a tentative answer to the research questions that may be true or false. Technically, the hypothesis is a statement about the state of the population to be tested for truth through data obtained. There are two hypotheses were used by the researcher in this study:

1. H_0 (The null hypothesis)

$$H_0: \mu_1 = \mu_2$$

H_0 states that there is no significant difference between the achievement of seventh grades who were taught by using eliciting technique and the ones who were taught without eliciting technique.

2. H_1 (The alternative hypothesis)

$$H_1: \mu_1 \neq \mu_2$$

H_1 states that there is significant difference between between the achievement of seventh grades who were taught by using eliciting technique and the ones who were taught without eliciting technique.

E. The Scope and limitation of the Study

The study focuses on students' talk particularly in classroom interaction. In other words, the study covers teachers' eliciting techniques this research is only conducted to the seventh graders of MTsN Pucanglaban on academic years 2017/2018, especially VIII-B and VIII-C class as sample.

The limitation in this research is on the sample and time. This research is only conducted to the seventh grade students, so the next researcher are expected to develop it for all graders.

F. Significance of the Study

The study hopefully can describe how teachers applied the eliciting techniques particularly in simulating students' talk in the classroom. The findings of the study are expected to contributing theoretically and practically to the improvement of teaching and learning process. In addition, the findings can give teachers some valuable inputs and references to develop their teaching performances in the classroom. Moreover, the result of the study can provide valuable information and serve as document for English teachers especially for the teachers at the school being investigated. The study is also important for the students. It is expected that the students can more actively participate, not anxious to speak English, brave in answering teachers' questions, and they are able to communicate English well. Furthermore, the study can give contribution for the other researchers as their references in conducting further research. They may get other techniques to encourage students to talk or they can also develop another study to solve the problems as contribution for improving our education.

G. Definition of Key Terms

To avoid unnecessary misunderstanding and ambiguity, some terms used in the study are clarified as follows

1. Teachers' techniques

Techniques are ways in presenting the language to the students (Brown, 1995 : 14). Hence, teachers' techniques are a set of ways or techniques used by the teachers in doing something in achieving certain objectives.

2. Eliciting Techniques

According to Cambridge Learner's Dictionary (Walter, 2004), eliciting is aimed to get information or a reaction from someone.

3. Classroom Interaction

Brown (2001) states that "interaction is the collaborative exchange of thoughts, feelings, or ideas between two or more people, resulting in a reciprocal effect on each other." Therefore, classroom interaction is a place in which the teachers and students are interacting each other to get certain information such as asking and answering questions, making comments, and discussing.

H. Organization of the Research Paper

The research study is organized into five chapters. Each chapter is subdivided into subtopics that elaborated the given issue. The chapter is arranged as follows :

Chapter I is introduction. It includes the background of the study, the research questions, the scope of the study, the objectives of the study, the significant of the study, site and participants, methodology, clarification of key terms, and organization of the research paper.

Chapter II is theoretical foundations of the topic. It provides theoretical foundation of the study which is relevant to be used in conducting the research. The theoretical views include the nature of techniques and some techniques used by the teachers in stimulating students' talk.

Chapter III focuses on research methodology. It includes research design, site and participants, research procedure, instruments, ethical consideration, establishing trustworthiness, data analysis, and notes from the pilot study (pilot test).

Chapter IV elaborates findings and their discussions. It provides answers of the research problems. It also supplies the result of the research which consists of findings.

Chapter V is conclusions and suggestion. It summarizes the findings and their discussions. In addition, recommendations for further researchers are offered.