TEACHING SPEAKING BY USING ELICITATION TECHNIUE TO THE EIGHTH GRADE STUDENT OF SMP NEGERI 2 LUBUKLINGGAU

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Abstract: The aim of the research was to find out whether or not it was significantly effective to teaching students speaking by using elicitation technique to the eighth grade students of SMP Negeri 2 Lubuklinggau. The sample of the research was 38 students taken from class of Eighth-five. In this research, the researcher used pre-experimental research with one group of pre-test and post-test. Based on the collecting the data by used oral test, the result of the research indicated that elicitation technique was significantly effective to improve students speaking at eighth students. It could be seen from the score students in pre-test and post-test. The average of student's score in pre-test was 66 achieve by one students and 100% failed in test, meanwhile the students' average score in post-test was 88 achieve by 3 students and 27 students passed in test or 71%. In addition, the result of paired t-test was that $t_{obtained}$ was 13.24 and t_{table} was 1.70. it mean $t_{obtained}$ was higher than t_{table} (13.24 ≥ 1.70). Alternative (Ha) was accepted and it was significantly effective to teach speaking by using elicitation technique to the eighth grade students at SMP Negeri 2 lubuklinggau.
Key words: Teaching Speaking, Elicitation Technique

Abstrak : Tujuan dari penelitian ini adalah untuk mengetahui apakah itu efektif secara signifikan untuk mengajar siswa berbicara dengan menggunakan teknik elisitasi pada siswa kelas delapan SMP Negeri 2 Lubuklinggau. Sampel penelitian ini adalah 38 siswa yang diambil dari kelas VIII-Lima. Dalam penelitian ini peneliti menggunakan penelitian pra-eksperimen dengan one group pre-test dan post-test. Berdasarkan pengumpulan data dengan menggunakan tes lisan, hasil penelitian menunjukkan bahwa teknik elisitasi secara signifikan efektif untuk meningkatkan kemampuan berbicara siswa pada siswa kedelapan. Hal ini dapat dilihat dari nilai siswa pada pre-test dan post-test. Rata-rata nilai siswa pada pre-test adalah 66 dicapai oleh satu siswa dan 100% gagal dalam tes, sedangkan nilai rata-rata siswa pada post-test adalah 88 dicapai oleh 3 siswa dan 27 siswa lulus dalam tes atau 71%. Selain itu, hasil uji t berpasangan diperoleh 13,24 dan ttabel 1,70. berarti yang diperoleh lebih besar dari ttabel (13,24 1,70). Alternatif (Ha) diterima dan secara signifikan efektif untuk mengajar berbicara dengan menggunakan teknik elisitasi pada siswa kelas delapan di SMP Negeri 2 lubuklinggau.
Kata Kunci : Mengajar Speaking, Teknik Elisitasi

I.   INTRODUCTION

English as global language or an international language, almost every country in the world used English as tool communication. According to Amjah (2014: 189) stated that English language one of the main language almost used in all world.   English also the first foreign language that has been taught in Indonesia start from level of elementary school, level of junior high school, level of senior high school through the level of university. It can use by someone as a tool of communication with interact with different countries. Teaching is an activity do by the teacher as helping someone or others learning to do particular things. Teaching English is not easy to change as the first language and need study hard master it and need some years focus in learning English. To master in English, students must passes the four basic language skills and more important, namely: listening, speaking main of tool communication speaking is part of second important skill to complete to be mastered in students.

According to Amri&Husna (2018:612), speaking is an activity to sharing messages between speaker and listener orally. Speaking is a way of conveying an idea, an expressing of feeling and also sharing the information by using spoken language. It is very important to help student communicate in effectiveness of English. Students need

Speaking of English in daily life because it influences in their future or it is very important when students meet some person from other countries. According to Triyogo (2019:104) English is learned at school, but students have little opportunity to communicate in English outside the classroom. Many people feel that speaking is harder than another skill because some reason like people can not to revise what want to say, may also nervous, and also confused to choose words choice what want to say. Every human needed to communicate in their daily life. Furthermore communication could not be separated from human life. To communicate with someone need equipment to convey ideas, purposes, thoughts, and also feelings. And the important equipment in communication is language. Languages were so many in the world and English was so important language to be learned every student especially in Indonesia to improve human quality. Speaking is a way of conveying an idea or opinion what in someone brain, an expressing of thought and also sharing the information by using spoken language to another or listener.

Based on interview with English teacher on March, 28 2019 in SMP Negeri 2 Lubuklinggau, the writer got some information about the problem faced students in class, for the firstly, Students have difficulties in mastering of English especially on speaking. The

difficulties come from some problems like as the students thought that speaking English very difficult, some of students had lack in pronunciation, some students had lack in confident when speaking English. These are more often teacher met in some students. Based on the problem, in this study the writer will teach one of the way how to solve the problem by using elicitation technique.

Elicitation technique is an implementation that which actually takes place in a classroom. It is very effective to increase student's skill in speaking especially in English. Elicitation is defined by Srivener (2012:98) as means dig or drawing some information, language and also language from the students. This technique or procedure that is designed to get a person to actively produce speech or oral spoken, for example asking someone to describe a picture, tell a story or finish an incomplete sentence." And other examples to using elicitation technique in speaking activities in classroom with are discussion, conversation (students can choose one interest topic that relationship with material), retelling and etc. and in this research the student will be focus in describe of animals.

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

1. Researcher conveys a clear idea to the students, perhaps by using pictures, gestures or question.

2. The students then supply the appropriate language, information, ideas, etc

3. Researcher gives them feedback about their answer.

In this study, the researcher taught descriptive text with four meeting. Descriptive text is one of genre in text that has to be taught to junior high school students especially in SMP Negeri 2 Lubuklinggau. It is hope to the students can communicate each other in oral communication. Descriptive text is description about sensory experience-how something looks, sound, tastes. The goal of descriptive text is to describe a particular person, place, or things in details or specific to make the listener be able understand the description.

According to Husna, Rozimela & Zainil (2013:2). "A descriptive text is a text which a writer tries to picture what he is describing. Description is used to describe a particular thing/object, place or person". The purpose of descriptive text is to give information to listener.

Based on the explanation above, it can conclude that elicitation technique was very appropriate to the students' characteristic of class VIII at junior High school number 2 Lubuklinggau

II. METHODOLOGY OF THE RESEARCH

In this research, the writer used quantitative research with one group pre-test and post-test involving only an pre-experimental research design. According to Creswell (2009:3) research designs are plans and the procedures for research that span the decisions from broad assumptions to detailed methods of data collection and analysis. And in this research, the researcher used pre-experimental design to investigate the effectiveness of elicitation technique in teaching speaking to the eighth grade of SMPN 2 Lubuklinggau 2019/2020. Pre-experimental design is involve one group outcome measure to test some hypothesis regarding causation. In this research, there are two variables, for the firstly is independent variable and the second is dependent variable. the independent variable is the factor that is manipulated or controlled by the researcher. It is influence the dependent variable. In this study the writer used the independent variable is Elicitation technique.

Additionally according to to Marczyk, DeMatteo and Festinger (2005:44) the dependent variable is a measure of the effect (if any) of

the independent variable. It means the dependent variable is influenced by independent variable. In this research, the dependent variable is the students' speaking skill.

In this study, the writer had chosen the population from all of the eighth grade students of SMP Negeri 2 Lubuklinggau in academic years of 2020. The totally classes of eighth grade students in this school are eleven classes. And totally of students in all of eighth grade students at SMP Negeri 2 Lubuklinggau are 371 students.

According to Priyono (2008:103) sample is a part of population which it wants to research. It means the researcher is choosing or selecting these individuals by using random sampling. Based on the observation in SMP Negeri 2 Lubuklinggau in academic years of 2019/2020 especially in all of classes in eighth grade there, the writer will choose one class and it is an experiment class. The research used cluster random sampling based on the names that will be writing on small papers and next the all of papers folded be small size and the finally put all of the paper in a glass after that shock them, and result choose one paper. And it is VIII 5 consist of 38 students of SMP Negeri 2 Lubuklinggau.

In the collecting data, the writer used oral speaking test to get the accurate data. The writer will give the test to the students by using

pre-test and post-test. The pre-test gave to the students before the treatment by using elicitation technique and the post-test gave to the student after done the treatment by using elicitation technique.

In this speaking test, the writer used the instruction when pre-test with ask the students speak in front of the class and then they describe one object, while when student speak the writer record them as the data to be analyzing. The purpose of done pre-test is to find out how far the students have skill in speaking before give the treatment. And then, in the post-test the writer gives the picture to students about famous place, and the writer ask to the students to describe the picture by oral and help by the teacher.

For collecting the data the writer used some technique to analyzing the data obtained from the test. They were: 1) individual scores, 2) minimum mastery criteria, 3) the normality test and 4) paired t-test.

III. RESULT

Based on the experiment have done in SMP Negeri 2 Lubuklinggau especially in classroom VIII-5, included the students score in pre test, the students' score in post-test, and the result of paired t-test calculation between the students' pre-test and post-test score. The researcher was giving test in pre-test and post-test by

using oral test, and then the researcher invited students one by one in front of the class to described one of the pictures

From this research, it found that there were any significant differences between the students' pre-test scores and the students' post-test scores. The students' pre-test was 66 and the students' post-test scores 88.

The Result of Test

In this part, the researcher presented the result of test in Pre-Test and also Post-Test class of VIII-5:

The Students' scores in pre-test

The researcher had taken the students' scores in Pre-test before the researcher giving the treatment, and the researcher found the highest score was 66, it achieve by one student. The researcher also found the lowest scores was 32 achieve by one student. Based on the calculation, the average of the scores was 44.31

The scores of the students in pre-test can concluded that no one of the students successful in test based on the minimum mastery criteria, 38 students in pre-test in category failed.

The students' scores in post-test

Before giving the test of students in post test and take the scores, the researcher gave the treatment with taught speaking by using elicitation technique. Post-test was done on March 11, 2020 (wednesday). The step in test of post-test similar with pre-test, only different in kind of the pictures. In pre-test, students described about animals (turtle and fish) and then in post-test described about person (artist).

The researcher get 88 as highest scores in post test, that score reached by 3 students. And then 54 as the lowest reached by three students. The students have 1.5 minutes to describe one of the pictures in front of the class by oral or spoken. Based on the tabulation, the average score was 72.28, and then the researcher get 10.87 as a Standard Deviation (SD).

In post test, the researcher found out that 27 students passed and 11 students was failed, it can concluded based on minimum mastery criteria (MMC) in Junior high school number 2 Lubuklinggau.

The comparison of Average Scores Students in Pre-Test and Post-Test class VIII-5

Test	Average Scores	Highest Scores	Lowest Scores
Pre-Test	44.31	66	32

Post-Test	72.28	88	54

Based on the data in pre-test, the table of the list frequency of observation and expectation of the students' sore in pre-test, the researcher found that $X^2_{obtained}$ = 6.2256 with degree of freedom (df) = 5 (6-1). the significance level 95% (0.05), X^2_{table} = 11.070. So it can conclude that the data in pre-test was normal because $X^2_{obtained}$ < X^2_{table}.

Based on the data in post-test, the table of the list frequency of observation and expectation of the students' sore in pre-test, the researcher found that $X^2_{obtained}$ = 6.5593 with degree of freedom (df) = 5 (6-1). The significance level 95% (0.05), X^2_{table} = 11.070. So it can conclude that the data in post-test was normal because $X^2_{obtained}$ < X^2_{table}.

The Result of Paired t-test Calculation

Based on the result of calculated all of the data, it was found that $t_{obtained}$ was 13.24 and t_{table} was 1.70. it mean $t_{obtained}$ was higher than t_{table} (13.24 ≥ 1.70). so, alternative (Ha) was accepted and it was significantly effective to teach speaking by using elicitation technique

to the eighth grade students at SMP Negeri 2 lubuklinggau in academic years 2019/2020.

IV. DISCUSSION

After got all of the data from the test, the researcher interpreted the result of the data that had analyzed. As seen that have describe above, the researcher found that after teaching speaking by using elicitation technique to the eighth grade at SMP Negeri 2 Lubuklinggau.

The students' achievement were increased. It can known based on the difference between the students score in pre-test and also in post-test. The data obtained include such as: the students average score in pre-test was 44.31, the highest score in pre-test was 66 achieved by one students and the lowest score was 32 achieved by one student. The results of the pre-test getting before do the treatment by teach using elicitation technique. Based on the students' average score in pre-test can concluded failed because no one the students achieved the minimum mastery criteria.

Based on the problem having identified in pre-test above, the researcher apply a treatment by taught elicitation technique. Elicitation technique have some advantages in classroom, they are: make the

students more attentive to the topic had presented by researcher, helps the researcher to find out how well the students apply grammar, vocabulary, pronunciation, comprehension and fluency and the then maximizes speaking opportunities and last is check students' understanding (Ayouni, Fitriani, Samad and Usman 2018:52).

Elicitation technique also has advantage is to improve students' ability in speaking. Speaking is one of the fourth important to mastered After got all of the data from the test, the researcher interpreted the result of the data that had analyzed. As seen that have describe above, the researcher found that after teaching speaking by using elicitation technique to the eighth grade at SMP Negeri 2 Lubuklinggau.

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Elicitation technique also has advantage is to improve students' ability in speaking. Speaking is one of the fourth important to mastered by people especially in junior high school. According to Bangun (2018:41), students who study speaking are expected to have an understanding in communication, also language meaning while interacting in their environment. In the treatment, the researcher invites the student to be more active with invite them talk one by one. The treatment was carried out for four meetings, the material of the meetings are descriptive text.

After giving the treatments by using elicitation technique, Furthermore in post test, the students' average score increased was 72.28, with the highest score was 88 and it was achieved by 3 students, and the lowest score was 54 achieved 3 students. In post-

test, students' average ability was passed in category if achieve minimal scores 75. The increase scores of students different between pre-test and post-test because in post-test 20 of students are "passed" and achieve the minimum mastery criteria.

Based on MMC (Minimum Mastery Criteria) or KKM (Kriteria Ketuntasan) on SMP Negeri 2 Lubuklinggau, the students passed if get scores from 75-100, and if their scores under 75 it mean they are failed. But based on the research, after giving treatment to students during 4 meeting, the students have increasing in their score. The score in post-test higher compare in score of pre-test.

The success of researcher in previous study at the college, made the researcher tried to junior high school. During do the research in junior high school number two lubuklinggau , the researcher met various score in pre-test and pos-test. Their scores had improved after followed four meetings in treatment and i make them easier to understand the oral test in post-test and some of them passed the minimum mastery criteria even though some of them failed.

CONCLUSION

Based on the result of paired t-test calculation showed that $t_{obtained}$ higher then t_{table}, the null hypotheses (Ho) was rejected and

hypotheses alternative (Ha) was accepted, It meant the used elicitation technique was significantly effective to teach in Junior high school number 2 Lubuklinggau in academic years 2019/2020.

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