

The Use of Elicitation Technique in Improving Student's Speaking Skill

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Abstract

The study's goal was to see if there was a significant effect on students' speaking abilities taught using the elicitation technique in the XII class of MA NW Bagik Payung, which was divided into two groups: control and experimental. The findings of this study revealed that there was a significant difference in the speaking ability scores of students who were taught using the elicitation technique and those who were not. The mean pre-test and post-test scores of students who were taught using the Elicitation Technique (experimental class) were 53.40 and 65.40, respectively. The students who were not taught using the Elicitation Technique (control class) had mean scores of 57.50 in the pre-test and 59.17 in the post-test, with a mean difference of 6.233. Based on the findings of this study, it can be concluded that teaching students using the Elicitation Technique is preferable to not teaching students using this technique. In other words, the elicitation technique is one of the best ways to get better at speaking.

Keywords: *Elicitation Technique, Speaking Ability, Student Achievement*

INTRODUCTION

Speaking ability is one of the indicators that students have mastered English. In fact, many students have studied English for many years but are unable to express themselves effectively in English. Because the student has always used their mother tongue, they have difficulty expressing themselves in English. Because of a lack of speaking opportunities, many students failed to achieve the goal of

English teaching, particularly in speaking skills.

Many classroom activities lack student interaction, and students have few chances to practice English orally in the classroom. Furthermore, many students are afraid to speak in class (Padmadewi, 1998) and are more likely to remain silent or passive when their teacher asks them questions (Tutyandari, 2005). These issues contribute to students

losing interest and enthusiasm for speaking in class. As a result, the classroom loses its lively atmosphere. Furthermore, in order to design and implement a technique in classroom interaction, teachers must be aware of how to implement classroom interaction so that students can easily follow and understand the lesson given. Brown (2004:275) says that techniques should meet the needs of students, get them excited, give them the right kind of feedback and correction, and give students chances to start oral communication.

Coulthard (1975:28) lists six eliciting techniques for increasing classroom language: eliciting inform, eliciting confirm, eliciting agree, eliciting commit, eliciting repeat, and eliciting clarify. Furthermore, Slattery and Willis (2001:48-49) state that there are five methods for eliciting language in the classroom: wh-questions, questions using only intonation, inversion questions, unfinished sentence questions with rising intonation, and either/or questions. According to Scrivener (2005:98), elicitation is the process of eliciting information, language, and ideas from students. The technique is based on the following principles: (1) students probably know a lot more than we give them credit for; (2) starting with what they know is a productive way to begin new work; and (3)

involving people in a question-and-answer movement towards new discoveries is often more effective than simply giving lectures. In other words, eliciting techniques can assist students in activating their communicative competence and using the English language to express their feelings and ideas. As a result, interactions in the classroom will be more effective and efficient.

According to the explanations above, teachers must be well prepared to present the lesson through supported activities or techniques such as eliciting techniques to stimulate students' talk in the classroom. Previous research has shown that eliciting techniques have a significant impact on the teaching-learning process. Farida Fatmawati (2016) and Era Litawati (2014) investigated the teacher's elicitation techniques used to encourage third-year students in Semarang to talk. They discovered that eliciting techniques could stimulate students' mastery of new vocabulary, motivate them to talk, enhance students' answers, and stimulate students' critical thinking.

Based on the foregoing, the current study attempts to investigate the eliciting techniques used by teachers to stimulate student conversation in classroom interaction. It also focuses on students' reactions and

teachers' reactions to students' reactions at MA NW Bagik Payung.

LITERATURE REVIEWS

Speaking

Speaking ability is essential in learning and teaching English. According to the 2013 curriculum, students should be able to communicate in both oral and written English. As a result, speaking skills must be taught in schools in order to achieve English learning goals. Furthermore, Louma (2014) stated that speaking is a skill that deserves equal attention to literary skills in both the first and second language. Speaking ability can be used to determine how much English someone has already learned. So, Nunan (2000) said that the success of learning a new language is measured by how well you can have a conversation in that language.

Speaking, according to O'Malley (1996:59), is an interactive process of constructing meaning that involves producing, receiving, and processing information. It means that speaking is how people communicate with one another by producing sentences, receiving information from the speaker, and processing the information. As a result, there are two types of speaking in various contexts: verbal and nonverbal. Kayi (2006) says that speaking is the process of

making and sharing meaning by using verbal and nonverbal symbols in different situations.

Types of Speaking

According to Brown (2003:141), the appropriate assessment task in speaking begins with the specification of objectives or criteria, as with all effective tests. These goals can be classified into several types of speaking performance:

1. Imitative

The ability to simply parrot back (imitate) a word, phrase, or possibly a sentence is at one end of a spectrum of types of speaking performance. While the criterion performance is purely phonetic, a number of prosodic, lexical, and grammatical language properties can be deduced.

2. Intensive

The production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships is a second type of speaking that is frequently used in assessment contexts (such as prosodic element-intonation, stress, rhythm, juncture). Extensive assessment tasks include directed

response tasks, reading aloud, sentence and dialogue completion, and limited picture-use tasks ranging from simple sequences and relationships to simple sentences.

3. Responsive

Interaction and test comprehension were included in the responsive assessment task, but at a somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like.

4. Transactional (dialogue)

Exchanging specific information is an extended form of transactional language.

5. Interpersonal (dialogue)

The other form of conversation mentioned in the previous chapter was interpersonal dialogue, carried out more of the purpose of maintaining social relationship of facts and information.

6. Extensive (monologue)

Lastly, students at the intermediate and advanced levels have to give longer monologues like oral reports, summaries, or even short speeches. The register is more formal

and deliberate, and these monologues can be planned.

Characteristic of Successful Speaking

Speaking activities can boost students' confidence and satisfaction, and with careful teacher guidance, they can encourage them to pursue further education. As a result, good speaking can and should motivate many speaking tasks (role-playing, discussion, problem-solving, etc.). Munjayanah (2004:16) supports the statement by stating that when people want to speak fluently, they sometimes find it difficult to do so. To speak well, they need to have certain traits, such as:

1. Learners talk a lot.

As much as possible of the period of time allocated to the activity is in fact occupied by learners talk. This may be obvious, but often most time is taken up with teacher talk or pauses.

2. Participant is even.

Classroom discussion is not dominated by a minority of talk active participants. All get a chance to speak and contributions are fairly evenly distributed.

3. Motivation is high.

Learners are eager to speak because they are interested in the topic

and have something new to say about it, or they want to contribute to achieve a task objective.

4. Language is of an acceptable level.

Learners express themselves in utterances that are relevant, easy comprehensible to each other and of acceptable level of language accuracy.

Elicitation Technique

According to Scrivener (2005:98), elicitation is the process of eliciting information, language, and ideas from students. Elicitation accounts for the majority of classroom interaction. It is frequently used to engage students in the teaching and learning process. As a result, eliciting exchange is the most common exchange in the classroom (Dailey, 2010). Obviously, it is very beneficial for language learning because it allows students to speak more freely and provides ample opportunities for language practice. In order to elicit students' verbal responses, different elicitation techniques, such as asking questions or providing stimulus examples like pictures, gestures, or setting up the discussion, can be used in speaking class.

The technique is based on the following principles: Starting with what they know is a productive way to start new work; and (3) Involving people in a question-and-

answer movement towards new discoveries is frequently more effective than simply giving lectures.

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, gestures or questions. The teacher provides various pictures to guess by students using question.
2. They then supply the appropriate language, information, ideas. The teacher invites students to argue, giving response, their idea about context or pictures.
3. Teacher gives them feedback. The teacher do reflection and giving summarize about what have been learned.

A picture is an interesting visual medium to use in the classroom, and it is the medium that teachers frequently use to deliver material. Teachers can build students' interest in the material by using images from textbooks or other supplementary sources. Students can be encouraged to participate by stimulating their curiosity and imagination. According to Doff (in Thuy, 2011;21), the teacher uses pictures to set the scene and asks students questions about what they see, why

they think it happened, what they think will happen next, and how they feel and think about it. The following are the steps to encourage students to talk by asking questions:

1. Opening - Teacher opens the teaching learning process;
2. Questioning - Teacher shows up a pictures and ask some questions about the pictures and give the students time to answer the question based on the pictures
3. Main activity - The teacher explains about the main topic based on the pictures has been showed before and the teacher shows other pictures to elicit students to talk or give questions to encourage students to talk.

It is critical for the researcher to show a review of previous research to support this research. Here are some studies that have been used and are relevant to this research.

In his study titled "Teaching Speaking by Using Elicitation Technique to the Eighth Grade Students of SMPN 1 Bangsri Jepara in 2015/2016," Farida Fatmawati (2016) noted. The population for this study is eighth-grade students at SMPN 1 Bangsri in Jepara, and the sample is from classes VIII-A and VIII-B. First, the researcher gave a pre-test, then there

were four treatment sessions, and finally, the researcher gave a post-test to see if the results were different before and after the elicitation technique was used to teach.

"The Use of Elicitation Technique to Improve Students' Speaking Ability: A Classroom Action Research," Nafiatur, Siti (2013). According to research conducted at SMK Diponegoro Salatiga's Second Grade, the students' abilities increased after being taught using the elicitation strategy. It was shown by the fact that the average score of the students went up, and the students' scores on the speaking test went up by about 8.9% after the elicitation technique was used to teach and learn.

RESEARCH METHODS

This study employs a quasi-experimental design. This design aims to reveal the causal relationship by using a control group and an experimental group that are not chosen at random. The researcher decides on two intact groups. The first group receives treatment, known as the experimental group, while the second group does not receive treatment, known as the control group. Then, both groups will be given a pretest to determine whether there are any differences between the control and experimental groups at the outset.

Furthermore, the researcher conducts experimental treatment activities with only the experimental group and then administers a post-test to compare the two groups.

The research design in this research is explained below:

Nonrandomized Control Group, Pretest-Posttest Design

Group	Pre-test	Treatment	Post-test
E	Y1	X	Y2
C	Y3	-	Y4

Note:

E : Experimental Group

C : Control Group

Y1: Pre-test for Experimental Group

Y3: Pre-test for Control Group

X : Treatment, Speaking Using Picture

Y2: Post-test for Experimental Group

Y3: Post-test for Control Group

Population

The population in this research is the seventh grade students of MA NW Bagik Payung in academic year 2019/2020. There are 65 students which are grouped into XII-A class and XII-B class.

Sample

The researcher did not take the sample individually but in the form of class. The samples of this research were XII -A as the

experimental group and XII-B as the control group.

To get the data, the researcher used method of data collecting, i.e. Pre-test, Treatment and Post-test:

1. Pre-test

Pre-test was given before the students were taught by using elicitation technique to know their speaking ability. In pre-test, the students were given the topic and they were given two minutes to present their opinion about the picture in front of the class.

2. Treatment

The treatment given to the students used elicitation techniques.

3. Post-test

Post-test was given after the students were taught by using elicitation technique to know their speaking ability after being given the treatment. In post-test, the students were given the topic related to animals' picture. They were given two minutes to present their opinion about the picture in front of the class.

The researcher analyzed data using quantitative data and the statistical program SPSS 16.0. The quantitative data analysis was

used to determine whether there were any significant differences in the students' speaking abilities after they were taught using the think pair share strategy. SPSS 16.0's Paired-Sample T Test would be used to look at the data from both the pre-test and the post-test.

FINDINGS AND DISCUSSION

To know the students' mastery whether it was good or not, the researcher gave category as follows:

Rating Scale

No.	Range of Score	Grade	Criteria
1	81-90	A	Excellent
2	71-80	B	Very good
3	61-70	C	Good
4	51-60	D	Enough/Fair
5	41-50	E	Poor

The Frequency of Students' Speaking Ability before Taught by Using Elicitation Technique;

After being distributed, 11 students received scores between 41 and 50, indicating that their speaking ability was poor; 12 students received scores between 51 and 60, indicating that their speaking ability was adequate or fair; and 2 students received scores between 61 and 70, indicating that their speaking ability was excellent.

There were 6 students who received a score of 45 (24.0%), 5 students who received a score of 50 (20.0%), 7 students who received a score of 55 (28.0%), 5 students who received a score of 60 (20.0%), and 2 students who received a score of 65 (8.0%). Score 55 had the highest frequency (7 students).

The Frequency of Students' Speaking Ability after Taught by Using Elicitation Technique;

After being distributed, 10 students received scores between 51 and 60, indicating that their speaking ability was adequate/fair, 11 students received scores between 61 and 70, indicating that their speaking ability is good, and 9 students received scores between 71 and 80, indicating that their speaking ability is very good.

There were 4 students who received a score of 55 (12.0%), 7 students who received a score of 60 (28.0%), 6 students who received a score of 65 (24.0%), 5 students who received a score of 70 (20.0%), 2 students who received a score of 75 (8.0%), and 2 students who received a score of 80 (8.0%). Score 56 had the highest frequency (7 students).

The Frequency of Students' Pre-test in Control Class;

After being distributed, 5 students received scores between 41 and 50, indicating that their speaking ability was poor; 13 students received scores between 51 and 60, indicating that their speaking ability is adequate or fair; and 6 students received scores between 61 and 70, indicating that their speaking ability is excellent.

There were 2 students who received a score of 45 (8.3%), 3 students who received a score of 50 (12.5%), 7 students who received a score of 55 (29.2%), 6 students who received a score of 60 (25.0%), 5 students who received a score of 65 (20.8%), and 1 student who received a score of 70 (4.2%). Score 55 had the highest frequency (7 students).

The Frequency of Students' Post-test in Control Class;

After being distributed, 5 students received scores between 41 and 50, indicating that their speaking ability was poor; 10 students received scores between 51 and 60, indicating that their speaking ability is adequate or fair; and 9 students received scores between 61 and 70, indicating that their speaking ability is excellent.

There were 5 students who received a score of 50 (20.8%), 6 students who received a score of 55 (25.0%), 4 students who received a score of 60 (16.7%), 6 students who received a score of 65 (25.0%), and 3 students who received a score of 70 (12.5%). Score 55 (6 students) and score 65 (6 students) had the highest frequency (6 students).

According to the findings of the research, there is a significant difference in the students' scores in speaking ability between those who were taught using the elicitation technique and those who were not. The pre-test mean for students who were taught using the Elicitation Technique (experimental class) is 53.40, and the post-test mean is 65.40. The mean of the students who were not taught using the Elicitation Technique (control class) is 57.50 in the pre-test and 59.17 in the post-test, with a mean difference of 6.233. Based on the findings of this study, it can be concluded that teaching students using the Elicitation Technique is preferable to not teaching students using this technique. It means that the elicitation technique is one of the most effective methods for improving speaking ability.

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