

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

The objective of teaching English is to enable the students to achieve the four skills of language, namely listening, speaking, reading, and writing. It is expected that after relatively enough time of studying, the students will achieve the ability in listening, speaking, writing, reading English.

Brown (2000:1) says that learning English is a long and complex undertaking. Generally, people who learn something new face difficulties. They make some mistakes and errors in using. It is natural part for the students in learning a second language. It is a part of process. It is really a problem, but it is not an unsolved problem.

As one of the basic skills of English, speaking has an important role in language learning process. Millions of people around the world today want to improve their command of English. They want to be able to master English at a high accuracy and fluency. In order to support students' needs in learning English, many different ways of a learning process such as through formal and informal instructions are available.

Speaking is a process of building and sharing ideas through the use of verbal and non-verbal symbols. Speaking is a crucial part of second language learning and teaching. However, today's world requires that the goal of teaching speaking should improve student's communicative skill because students can express themselves and learn how to use a language. According to Fulcher (2003:23) speaking is the verbal use of a language to communicate with others. In speaking, there is a process of communication between the speaker and the listener. People put ideas into words, talking about perceptions or feelings that they want other people to understand them. Then, the listener tries to reconstruct the perceptions that they are meant to be understood.

Maxom (2009:183) states that speaking is the most important skill in English language teaching to be mastered in school. Through speaking, students express their ideas, feelings and desires to others. In school, the student learns how to speak English easier because there are teachers and friends who can be their facilitators and pairs to practice English.

The latest curriculum namely The Educational Unit Level Curriculum (Kurikulum Tingkat Satuan Pendidikan: KTSP), expects Senior High School students to be able to actively communicate in English. In learning English as a foreign language, most students cannot speak English well because of various reasons.

In general, some people realize that there are some factors of the difficulties in speaking ability. There are internal and external factors. Internal factors can from the student themselves. This is concerned with the psychological and physical aspects, for instance feeling ashamed to speak. This can make students afraid of making interactions with their peer during the teaching-learning process. It also makes students reluctant to express their ideas even though they do not understand; they don't want to take risk of being criticized by their friends. It is concerned with the teaching-learning techniques. The teacher should choose an appropriate media for teaching speaking. At present, in teaching speaking, usually the teacher is oriented to the students' English book. He/she teaches by asking the student to read the dialogue.

Based on the researcher's observation at YPI Amir Hamzah Senior High School Medan especially on Grade XIII, there were many students who cannot speak English well. There were 50% students whose score between 50-60, 40% between 65-70, and 10% more than 75% while Minimal Passing Criteria (KKM) for English subject is 70. It means that many students could not pass the KKM. The students did not have self-confidence to speak because they are worry to make mistakes. Form this fact, it can be concluded that the process of teaching and learning has not succeeded.

In English subject the teacher has important role of students learning success. Because of English is one of subject which tested in final examination. In the other hand the teacher wants their learners good in speaking, the teacher

should use English when teaching. In contrary the English teacher uses Indonesian more than English. The teacher speaks English then translates what into Indonesian directly. The students are not challenged with this technique. Based on the characteristic of the problems, they can be solved by giving appropriate technique.

Teacher elicitation as an essential type of classroom technique is more relevant teaching technique because students' participation is involved in a learning community and promotes students' cognitive development (Walsh and Sattes, 2005). It helps develop a learner-centered dynamic. It makes learning memorable as learners can link new and old information, and it can help produce dynamic and stimulating ideas.

Based on the statements discussed above, the writer conducts this study to know the effect of using elicitation technique on students' speaking achievement.

## **B. The Problem of the Study**

The problem which was useful in the solving in this research can be formulated: " Does speaking ability achieved after using elicitation technique?

### **C. The Scope of the Study**

There are many ways to create the Teaching Learning process that teacher can do to improve students' achievement especially in teaching English. Specifically this study focused on students' achievement in speaking with applying Elicitation Technique. In the other words, this study only focuses in speaking achievement. The material is about preferably social issues such as education, latest phenomenon, etc.

### **D. The Objective of the Study**

Based on the research problem, the purpose of the study is to find out the significant effect of using Elicitation Technique in students' speaking achievement.

### **E. The Significance of the Study**

The significance of the study will be useful for:

1. The teacher to elaborate their knowledge about elicitation as a suitable technique to teach speaking.
2. The students to encourage them to speak English well.

3. The next researcher who want to enrich their knowledge about elicitation in teaching English especially in teaching speaking.