CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, identification of the problems, scope of the study, research objectives, and significances of the study. Background of the study covers the general case of this study. Identification of problems covers the main problems faced by the learners. Scope of the study covers the limitation of this study. Research problems mainly discuss about the research questions in this study. The objective of this study focuses on the purpose of this study and significances of the study covers the important of this study in field of education.

1.1   Background of the Study

Speaking is a major skill in language learning, and it shows a student's success in acquiring a new language. As Goh & Burns (2012) stated that the mastery of speaking in English is a priority for second language learners. Their success in language learning is often evaluated on the basis of how good their spoken language proficiency is. In everyday life people speak to show what they want to share or express about their ideas. Patel and Jain (2008) state that "the primary functions of language are communication, self-expression, and thinking". Hence, it is obvious that language is a means of communication. For a learner to master a language well, she/he must be able to speak that language. In order to speak that language the learners should be able to use the language for

communication. It makes speaking become important to communicate. One of the objectives of teaching English as a foreign language is the students should be able to speak the target language (Hughes, 2002: 47). It means that students should be able to communicate English fluently and accurately. According to Florez in Bailey & Nunan (2005), speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. It means that in speaking, students have to express their opinions, feelings, and ideas correctly in order that every single person can understand the message. That is why speaking skill must be mastered by the students.

In teaching process, speaking skills are important skills that need to be taught by a teacher. Therefore, the teacher should have an effective technique for teaching speaking skills. According to Raiver in Adaba (2017), states that interaction plays significant roles in the language classroom since it can increase students' language store, develop communication skill, strengthen the social relationship and build up confidence. Thus, the teacher cannot ignore the importance of interaction between the teacher and students in teaching speaking skill. Teachers have to apply an appropriate technique during teaching and learning process.

Elicitation technique is one of the techniques usually used by English teachers to help students engage. The term "elicitation" is firstly introduced by Sinclair and Coulthard in 1975 to describe utterance which requests for verbal response in the classroom (Ramiro, 2002). As

suggested by Doff (1988) elicitation is mainly done by asking questions merely or asking questions combining with some other tools. Elicitation techniques as a technique used by a teacher to get learners' respond (Walsh, 2013). According to Scrivener (2012), eliciting is a technique of drawing information from students, generally by asking questions, instead of using teacher explanation.

According to Usman, et al, (2018:56), the use of elicitation in speaking class is aimed at motivating the students to speak and train their use of vocabulary, grammar, pronunciation, and fluency. Teachers' elicitation in language class does not only make active learning but also can develop students' language understanding. Briefly, elicitation in speaking class refers to any utterances which request students' verbal response including grammar and vocabulary to develop speaking skill. It increases more students' talking time and the same time offers opportunities to practice speaking.

During teaching learning process, teacher and students are expected to participate actively in the classroom especially the students. Because, when the student active in the classroom and they can share their opinion about the material, that students will remember that material. As Nunan (1999) emphasized that elicitation is a procedure by which teachers stimulate students to produce sample of the structure, function, and vocabulary item being taught. Therefore, elicitation is essential to promote students' speaking skill.

As a preliminary data, the researcher doing observation in teaching learning process at eighth grade in SMP Swasta Methodist 9 Medan. After doing the observation, different phenomenon found from the class. The researcher found in responding questions, the students was remained to be silent and passive. The following preliminary data taken during teaching learning process from the teacher and students by using the Elicitation technique:

Teacher : Okay. Today we will learn about the simple present tense. Do you know simple present tense?

Student1 : Yes Ma'am.

Teacher : **What is simple present tense?**

Student1 : Tenses

Student2 : **(silent, while opened her book)**

Other Students : **(silent and doing other activities)**

Teacher : *Jadii.. Simple present adalah tense yang digunakan dalam peristiwa yang berlangsung saat ini maupun peristiwa yang terjadi berulang kali.* (So, Simple present tense is used in current events or events that occur repeatedly).

From the data above, shows that when the teacher asks the students the material, ***"Do you know simple present tense?"*** then, only one student giving a response. Furthermore, the teacher asked again, ***"What is simple present tense?"*** one of the students answer "Tenses", the other students just silent and doing other activities. It can be seen that in general, there is

only one student giving a response, and then the other students just silent. In the light of this answer, and compared with the theory that elicitation is a technique of drawing information from students, generally by asking questions (Scrivener: 2012). A student doesn't give information to the teacher and other students. The answer doesn't contain a clear meaning and cannot explain the simple present tense. This shows that the students' lack of ability to express themselves and their ideas verbally using English. In the learning process in the classroom, the researcher found that the teacher used one type of elicitation technique, namely asking questions. It is shown in the question *"What is the simple present tense"?*

The previous research showed that eliciting techniques significantly contributed to teaching-learning process, that is it created student-centered learning (Huyen, 2006; Nurokhmah, 2009). Huyen (2006) investigated the techniques used by the teachers to elicit 10th grader students' talk in Hanoi, whereas Nurokhmah (2009) 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.

In accordance to this condition, the researcher is interested to conduct the study about teachers' elicitation in teaching speaking English. Eliciting gets students engagement in the lesson, because they are actively producing speech through oral performance. Therefore, this study was

focus on teachers' elicitation technique in teaching speaking and the reasons why the teacher use the elicitation techniques in teaching speaking skills.

1.2   The Problems of the Study

Based on the explanation in the background of the study state above, the problems of the study are formulated as following:

1. What types of elicitation techniques are used by the teacher in teaching speaking skills?

2. Why are the elicitation techniques used by the teacher in teaching speaking skills?

1.3   The Objectives of the Study

In line with the problems of study above, the objectives of the study are formulated as follow:

1. To identify and classify the types of elicitation techniques used by the teacher in teaching speaking skills.

2. To discover the reasons why the teacher use the elicitation techniques in teaching speaking skills.

1.4   The Scope of the Study

In order to the research expected goal, the researcher limits the problems on the following terms: this study applies identification and classification of elicitation techniques as proposed by Doff (1988) and the reasons of the teacher in using Elicitation technique in teaching speaking skills as proposed by Doff

(1988). However, the researcher limited this research only to eighth grade students of SMP Private Methodist 9 Medan, especially on the Recount Text material.

1.5   The Significances of the Study

The findings of this study are expected to be useful theoretically and practically:

1. Theoretically, the findings will be expected to strengthen the importance of elicitation technique for English teacher.

2. Practically, the findings are also expected to be useful for:

   a. The Teacher, a source of valuable information about the use of elicitation technique in teaching speaking skills. Elicitation technique is as an appropriate technique to teach English in junior high school to facilitate the teachers in teaching learning process and improve students' ability in English.

   b. The Students, to develop their habit in expressing their ideas and to encourage them to be active in class to maximize students speaking skills. Elicitation technique can make students learn how to participate English easily and in a fun learning during teaching learning process.

   c. The Other Researchers, this research is expected to be a reference for those who want to conduct a research about elicitation techniques.