

CHAPTER I

INTRODUCTION

1.1 The Background of Study

As a teacher expects the students to learn and practice English well while this subject is ongoing. However it make the students courageous and self-belief to practice English within the class is not unchallenging. some of problem that make it happen are restricted time and restricted ability of teacher. The teacher only give an explanation for the grammar and the structure of English to fullfill the curriculum goal and generally they communicate bahasa in teaching. The teacher had no time to attention on speaking achievement. In SMA SWASTA HKBP SIDORAME MEDAN specifically in eleventh grade, the English teacher was used conventional technique to teach and communicate English not often while teaching. the teachers start explaining even as the students are listening, then do the assignments.

Therefore the researcher desires to improve the student's satisfactory, recognition on speaking due to the fact language is speech not writing and language is a fixed of behaviour. There were three most important issues within the situation above. The issues got here from three factors, they were from teacher's factor, student's factor, and school's factor. one of the way to solve the problem could be use of technique. The Oxford Advanced Learners Dictionary (2016) defines a technique as a way of carrying out a particular task, especially in the execution of duty. For instance, new surgical techniques mean quality treatment in a shorter time. Thus, a technique is a systematic formula by which a task is accomplished. Walsh (2013) defines Elicitation techniques as 'techniques used by teachers to get learners to respond'. In different words, they are techniques used by teacher throughout the lesson to get information about what students already

understand and want to understand. It includes learners within the technique of knowledge and coming across language. further, there are many techniques a teacher can also use to elicit information. as an example, questioning, strategic pausing, student-directed activities, the use of visuals. and so on. additionally, something within the lesson may be elicited: vocabulary, grammar, experiences, and thoughts. The technique is based on standards including (1) student likely understand lots more than we might also provide them credit score for; (2) beginning with what they realize is an effective manner to start new work; (3) related to human beings in query and answer motion closer to new discoveries is regularly extra effective than clearly giving 'teachers'. In eleventh grade the students are capable to speak up within the class, answer the questions with oral ability, and courageous to inform their personal arguments. nearly the students of eleventh grade in this school are very passive. Many factors which might be made the students difficult to speak up. Such loss of vocabularies, they are used to speak their Indonesian language.

In English subject the teacher was be important function of students mastering achievement. due to English is considered one of subject which check in final examination. within the other hand the teacher desires their learners suitable in speaking, the teacher is used English while teaching. In opposite the English teacher used Indonesian generally than English. The teacher speaks English then translates into Indonesian immediately. the students are not challenge with this technique. Base at the function of the issues, they may be solved with the aid of giving elicitation technique. according to (Scrivener, 2016), there are three steps to eliciting. they may be:

1. Teacher conveys a clean concept to the students, possibly through the usage of pictures, gestures, or questions, and so on.

2. Students then deliver the suitable language, information, thoughts, and so on.

3. Teacher offers them remarks through asking them what they truly suppose. Ask open query that allow them to mention what they want to mention and sense the purpose inside them self without a doubt to concentrate and study. teacher can elicit: language, thoughts, feeling, that means, contexts, recollections, and so on.

(Walsh, 2013) the use of pictures is as one of the simplest ways to elicit new vocabulary (or structure). pictures may be taken from students' textbook or from supplementary resources. This device is quite useful in lots of ways: through seeing pictures, students could be quite encourage earlier than they tread into the center of the lesson. In different words, pictures assist appeal to massive interest from the class, stimulate students' interest, creativeness, guessing and preference to provide the focused language objects associated with what is involved in there. "The teacher use pictures to set the scene and asks questions on what they see, why they assume it occurs, what they suppose will appear next and how they sense or what they reflect on consideration on it.

Speaking skill is have a closely relationship with listening skill, in speaking act, the students must be listening and then speak up, because speaking is not only remembering and memorizing the sentences in written but speaking is spontaneous to show the students idea by orally. The goal of teaching English is to allow the students to gain the 4 skills of language, specifically listening, speaking, reading, and writing. It is miles predicted that once exceptionally enough time of studying, the students will gain the capability in listening, speaking, writing, reading English.

In this research, there are still many students of class XI SMA that are very hard to speak in English even though it just with their friends because they are rarely in speak English especially in English lesson they never try to speak because their afraid if their word is wrong. Besides that, there are some problems that make students difficult in speaking English such as lack of knowledge, mother tongue use, uneven participation, and inhibition. To solve the demanding situations, a new technique for improving students' speaking achievement is needed. Considering the foregoing, the researcher is interested by using the elicitation technique in students' speaking achievement at SMA SWASTA HKBP SIDORAME MEDAN students at class XI in the academic year 2023. In line with explanation, it is important to research the effect of elicitation technique in English subject to look whether or not there is any significant achievement in speaking of XI grade students SMA SWASTA HKBP SIDORAME MEDAN.

Table 1.1 The Results of preliminary Research

No	Name	Score of speaking Test
1	RN	56
2	TW	52
3	AL	63
4	NS	50
5	CS	52
6	TS	49
7	ALB	60
8	DB	60
9	DS	57
10	SPS	58
11	RF	54
12	IS	59

13	RM	57
14	RO	60

1.2 The Problem of Study

Based on the described background above, the writer conducts and experiment concerning on an analysis the writer would like to formulate the problem as follow;

Does the elicitation technique can effect students' achievement in speaking English at eleventh grade at SMA SWASTA HKBP SIDORAME MEDAN?

1.3 The Objective of Study

The study's objective is to know the effect of elicitation technique whether or not students' speaking achievement being taught elicitation technique at eleventh grade at SMA SWASTA HKBP SIDORAME MEDAN.

1.4 The Scope of Study

There are some problems in students speaking achievement. The problem not only come from the students' self but also from the teacher. Here some problem; the students don't believe their self, they afraid if their grammar is wrong, they don't have much of vocabulary, they rarely speak in English and also their teacher is often speaks in Bahasa Indonesia even though the class is English. In this research the researcher will use theory of (Walsh, 2013) that defines elicitation technique as technique using by teachers to get learners to respond. There are so many techniques in teaching speaking English, so in this research the researcher use elicitation technique. So, in this research the scope of the study are elicitation technique, students speaking achievement, SMA SWASTA HKBP SIDORAME MEDAN grade 11 IPA.

1.5 The Significance of Study

This study's finding is expected to be applied both theoretically and practically:

1. Theoretically

1. This study is expected to be a new perspective on teaching speaking strategy on Eleventh grade SMA Swasta HKBP Sidorame Medan.
2. The study's finding will lead to the development of a new technique in improving students' speaking achievement by using elicitation technique.

2. Practically

The study's finding is expected to be beneficial for:

1. English teacher, to help the teacher to apply an elicitation technique for English speaking achievement.
2. The students, to help students to practice English and motivate them to speak English every day.
3. The researcher, to help the researcher in conducting the research.

CHAPTER II

LITERATURE REVIEW

2.1 Theoretical Framework

Based on the discussion in chapter I, in this chapter, the researcher described some theories relate to the elicitation technique, speaking, students' achievement, conceptual framework and related research.

2.2 Elicitation Technique

Walsh (2013) defines elicitation techniques as strategies used by teachers to get learners to respond. Elicitation technique can be a way to encourage the student to speak. According to Usman, et al (2018) elicitation enables the teacher to introduce the speaking elements by involving them directly in interactive conversations where teacher usually asks questions, students answer to which is evaluated and corrected by the teacher. Elicitation is the technique of

drawing out something, of provoking a reaction. the use of elicitation as a wondering technique within the language classroom focuses discussion at the learners on their thoughts, reviews, creativeness, and involvement. classroom discussions that use elicitation as a technique permit students to attract on what they understand on current schemata/scaffolding and offer for a wealthy sharing of thoughts inside a sociocultural context (Huong 2013).

Graves (in Nunan 2013) points out that elicitation, as it emphasizes learners' experience and understanding, facilitates take the point of interest off of the textual content as the supply of authority and facilitates learners turn out to be greater self-reliant.

Elicitation technique is a technique used by the teacher to elicit students' responds and to stimulate students to speak within the classroom. (Walsh, 2013) states that elicitation is most suitable technique that assist promote students involvement within the lesson and develops learner focused classroom. thru the elicitation technique the time for students to speak or the students talking time (STT) in the classroom increase routinely and the time for the teacher to speak or teacher talking time (TTT) decrease. Elicitation technique is used by the teacher to elicit the students throughout the lesson to get the information approximately what students already understand and want to understand. This technique additionally may be used to measure student's knowledge to the subject that given through the teacher. In eliciting the students, teacher can provide a few questions to students.

further, elicitation is a technique that teachers can use to get information approximately what the students understand and do not understand. Because of this the teacher turns into extra successful and would not waste time rehashing the students' current understanding. Eliciting creates learner-focused surroundings and could be very idea-frightening for the students. Elicitation is a technique by using which the teacher gets the learners to provide information as

opposed to giving it to them. within the classroom elicitation is a crucial technique for various reasons. It enables increase a learner focused. Dynamic, it makes getting to know memorable as learners can hyperlink new and vintage information, and it may help produce a dynamic and stimulating surroundings.

2.2.1 Kind of Elicitation Techniques

In encouraging students' speak within the classroom interaction, most of teachers adjust their words, questions or commands to elicit the students. varieties of eliciting techniques on this study were drawn from classifications made by Doff (in Suherdi, 2014). This study is related to the teachers' manner in encouraging the students to speak, to get students' thoughts and the students' contribution especially in questions form. consequently, this study attempts to become aware of teachers' techniques in improving their words or questions thru elicitation techniques of their classroom interactions.

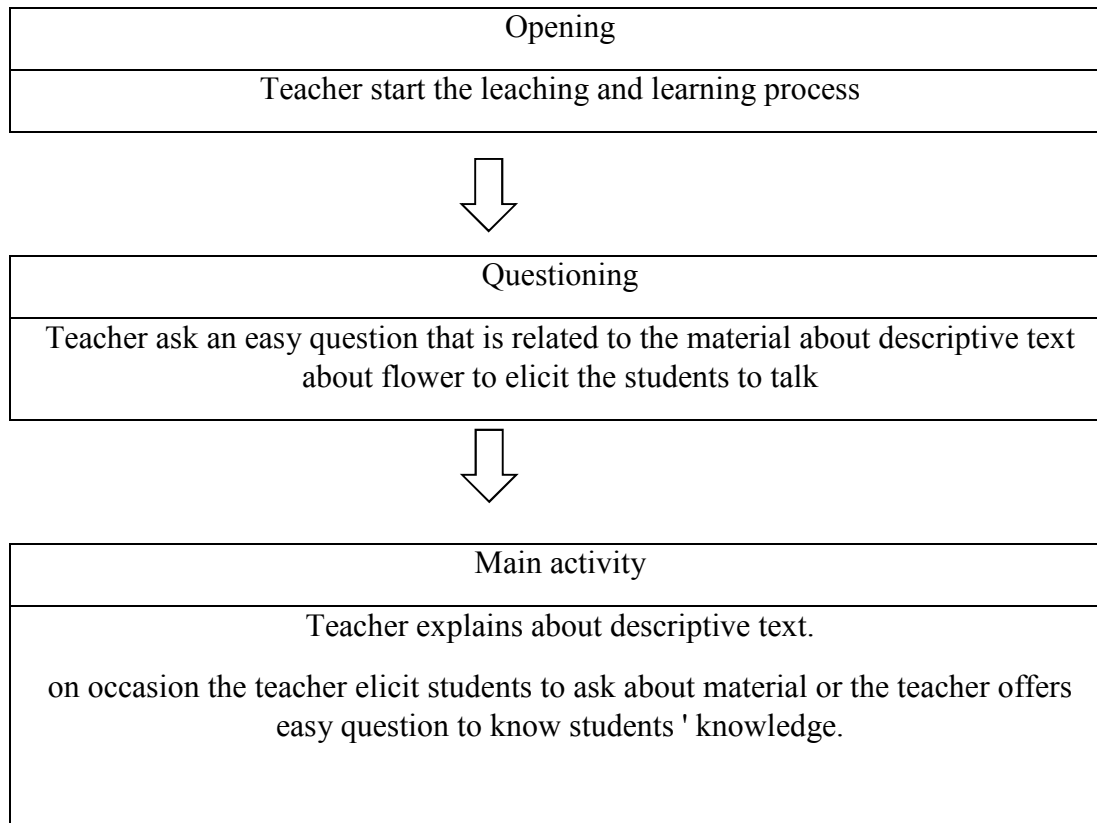
Elicitation gives learners an environment with possibilities to take part. except that, elicitation technique makes the students turn out to be extra energetic as it will increase students talk time, Doff (in Suherdi, 2014). based on the statement above, it is clear that elicitation techniques will enhance students' participation within the classroom. Doff proposes five varieties of elicitation:

1. Asking questions

Asking questions is one of the not unusual techniques used by the teacher to inspire students to take part within the classroom. Doff (in Thuy, 2015), states that eliciting can take location at any degrees of the lesson and it is specifically carried out through asking question. Furthermore, Darn (2014) argues that asking question is the maximum crucial equipment for

teacher to control the class, interact the students with content material, inspire participation and growth understanding. In different words, asking question to the students will inspire student's participation and the activeness within the class.

The step to elicit student by asking question



For example, the teacher will teach descriptive text. The teacher will ask the students about flower such as:

T: Do you know rose flower?

Ss: Yes, I know.

T: What is the colour of rose?

S1: Red.

T: Yes, red. What is the rose look like?

S2: Beautiful.

T: How about the stem?

S3: dangerous.

T: Where you can find rose?

S4: at garden.

T: Good. So, now you know the description of cat and today we will learn about descriptive text.

The teacher will ask the questions to the students about plants to know students understanding about the description of rose. After that, teacher can ask the students to describe other plant.

2. Asking questions combined with pictures

picture is one of the exciting visible media to apply within the classroom and it is the media that frequently use with the aid of teacher to supply the topic. through using pictures from textbook or any supplementary source, teacher can construct students' exciting to the topic. teacher can also encourage the students to take part with the aid of stimulating their interest and creativeness. (Thuy, 20115) states that the teacher makes use of pictures to set the scene and asks questions on what students see, why they assume it occurs, what they assume will show up subsequent and how they sense what they consider it. In different words, picture is a media to set off students' questioning or students' creativeness about the subject could be given.

The steps to encourage students talk through asking questions:

Opening	Teacher start the teaching learning process
Questioning	<ol style="list-style-type: none"> 1. Teacher shows a picture related to the material and ask question about the picture. 2. give the students time to answer the questions based on the picture
Main activity	<ol style="list-style-type: none"> 1. teacher explains about the main topic based on the picture has been showed before. 2. teacher shows other pictures to elicit students to talk or offer questions to motivate students to speak.

For example:



T: What do you see in the picture?

S: Danau Toba

T: Have you ever go there?

S: Yes, Miss.

T: When do you go there?

S: last month.

T: that is good. Well, know answer with complete sentence. I

S: I go to danau toba last month.

T: Which one the verb?

S: go.

T: That is right. Because the moment is done in the past, so the verb should be change into verb 2 or verb past. So, you must change go into V2. What is that? Do you know that?

S: Went.

T: Great. So, students today we will learn about past event or recount text. The picture can be used to get students thinking about the topic will be given by the teacher. Besides that, teacher can use the same picture to revise vocabulary necessary for reading the text. It will help the students to understand the text easily.

3. Asking questions combined with games or activities

Game is the most exciting media to added lesson. games and activities also may be used to inspire students' participation. except that, games could make the students more energetic all through teaching getting to know process. furthermore, the teacher ought to be innovative to

make the games. The innovative teacher can create a amusing environment within the classroom. with a purpose to completely gain those advantages, one factor teachers have to think about is that on every occasion a game is to be carried out the variety of students, talent degree, cultural context, timing, mastering subject matter and classroom putting are elements that ought to be taken into consideration (Nguyen and Khuat in Thuy:2015). It manner, while the teacher desires to do the game, teacher must remember the number of the students inside the classroom.

The steps to encourage students talk through asking question:

Opening	Teacher opens the teaching learning process
Questioning	Teacher asks an easy question to elicit students about the topic which will be learn.
Main activity	<ol style="list-style-type: none"> 1. teacher explains about the main topic (simple past). 2. teacher elicits students to ask about the topic. 3. teacher asks the students to play a game. 4. teacher explains the rule of the game early.

For example, there are 16 students in the class, the teacher can divide them into 4 groups. Before the game began, teacher must explain the rule of the game. The teacher gives a few jumble sentences. on this game, students should rearrange the ones sentences into an excellent order. every group may be given 4 sentences in beyond form. The groups who end rearranging the sentences faster and feature maximum true answers, that group could be the winner and get a praise from the teacher. Asking question with game will make students extra energetic within the class. thru the game, teacher can construct students interest in gaining knowledge of. due to the fact thru the game, students feel more enjoy in gaining knowledge of the material.

4. Asking questions combined with texts and dialogues

Doff (in Thuy, 2014) states that the teacher may remember the use of texts and dialogues to guide students to respond the language use and the context of use provided in the ones texts and dialogues. text and dialogue is a media in teaching getting to know procedure. occasionally, teacher use text or dialogue to deliver the lesson. text and communicate may be used to inspire the students to take part in the course of the lesson. consequently, teacher have to select the ideal text or communicate in line with syllabus and by way of thinking about learners' factors which include, studying style, capacity and hobby. furthermore, to get students' interest, teacher must discover an interest text and communicate.

The steps to encourage students talk through asking question:

Opening	Teacher begining the teaching learning process
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Questioning	1. teacher give a short text and ask the students to read the text 2. teacher gives some questions to the students about the text
Main activity	Teacher explains the main topic or the main material to the students.

The example

My cat

Hai my name is Shannon. I have a cat. His name is Kelly. She is extremely cute. She is very funny. Her fur is yellow and incredibly soft. I often wash it clean. Kelly likes meat and fish. I love Kelly so much.

T: Look at the text! What is the text tell us about?

S1: My cat.

T: What is the name of Shannon's cat?

S2: Kelly.

T: What does Kelly look like?

S3: Cute.

T: What does Kelly like?

S4: meat and fish, miss.

T: Good. Ok, based on the text, is there anyone know what we will learn today?

Ss: No miss.

T: So, today we will learn about descriptive text.

Through the text given by teacher, teacher can make many questions to the students. Those questions can be used to encourage students to participate and active in class.

5. Asking questions combined with nonverbal language

Nonverbal language is one of the appealing approaches to educate students inside the classroom. Nonverbal language inclusive of mimicry, gesture, facial expression, frame language may be alternated to make students energetic within the classroom. Doff (in Thuy, 2015) states that nonverbal language is used in particular to elicit new vocabulary and structure. due to the fact, in the use of nonverbal language the teacher does not supply the question together with his or her voice, however with their frame language, mimicry, gesture, facial features, and so on. it's going to initiate students' interest and attention. the students will assume what does the meaning of teachers' gesture. the students pushed and encouraged to hole teachers' gesture. for example, while the teacher will educate about descriptive text, teacher can use frame language, mimicry, and so on. If the teacher desires to provide a clue to the students about cat with a purpose to be defined, teacher can use frame language and act like a cat. For the students, they ought to guest what does the teacher's body language intended. Then, to ask about the cat's meals, teacher can use her/his gesture.

2.2.2 Techniques for Eliciting

Eliciting the students to take part within the classroom mainly in EFL class is the teachers' activity. The teacher ought to locate the effective way to elicit students to take part be

greater energetic. The activeness of the students within the class can improve students' ability particularly in speaking. there are numerous techniques ESL teachers can use to elicit from students, relying on what the teacher desires to elicit. In elicit the students, teacher must provide time for the students to suppose what is going to they are saying to. Then, for the questions from the teacher it is going to be higher if the question does no longer in yes-no question. due to the fact, while the teacher offers yes-no question, students just want answer yes or no. except that, the teacher most effective reveals little reaction from the student. therefore, the teacher ought to supply short answer or questions that want students' opinion. If the students can not answer the question or the students simply gives little reply, the teacher can provide a few input or clue to help the students. below are a few techniques for eliciting:

A. Eliciting vocabulary

Eliciting vocabulary is used whilst we need the student to provide you with a word on their personal. this will be used by the teacher to study the word that already taught. The teacher can ask to the students approximately the meaning of a few words or it could be about the synonym or antonym the word. If the students do now not understand what the answer is, the teacher can elicit the students through giving the definition.

T: what is the which means of pencil?

S: Mm...

T: Pencil is a thing that can be used by us to write something in the paper.

S: Pencil.

T: Good. That's right!

B. Eliciting grammar

Eliciting grammar is used by the teacher to elicit students' grammar knowledge. teacher can use a situational communicate, a drawing or modeling. thru the situational communicate, the students can examine the grammar used within the dialogue. The teacher can ask a few students approximately the grammar that used within the dialogue. If the students stressed about the answer, the teacher can elicit the student through provide a few clue just like the verb or the time that use within the dialogue. The teacher also can ask the students questions that require the students to answer the use of a specific grammatical form.

2.2.3. Step of Elicitation Technique

Nunan (2013) said that a few step of Elicitation technique. There are:

- a. teacher poses a trouble or asks and open-ended question to which there may be a selection of answers.
- b. collectively, students have a brilliant deal of understanding, each of the language and of the actual global. This understanding desires to be energetic and used constructively.
- c. teaching of recent understanding is regularly primarily based on what the learners already understand.
- d. questioning assists in self- discovery, which makes information more memorable.

2.2.4 The Purposes of Elicitation

Elicitation allows to increase a learner-focused classroom and a stimulating environment, on the equal time as making learning memorable with the resource of linking new and old information. Eliciting is not limited to language and global information. The teacher can elicit

mind, feelings, meaning, situations, associations and memories. For the teacher, eliciting is a effective diagnostic tool, providing key information about what the learners know or don't know, and therefore a start line for lesson making plans. Eliciting moreover encourages teachers to be flexible and to move on as adversarial to correctly on information that is already identified.

2.2.5 The Advantages of Elicitation

Nunan (2013) mention out that elicitation, "as it emphasizes learners experience and knowledge, enables to take the focus off of the text due to the fact the deliver of authority and enables learners become more self-reliant". Elicitation is likewise an excellent lead-in to many specific activities that exercising crucial questioning and inquiry.

a. Elicitation keep the students aware

Even the quality students will locate their minds wandering every so often if there may be a person on the front of the room speaking, in particular if what is being stated is a grammar explanation in a overseas language. in the event that they might be known as upon at any time, there may be a long way much less danger that a lacking object on their purchasing list or something that their ex-girlfriend stated to them ought to float into their minds. approaches of exploiting this consist of selecting human beings at random instead of just going along the row and combining this up with giving a standard question for the entire class to shout out their answers to. you could integrate those by using taking the concept of one student and asking the entire class if they agree or having some thing to feature.

b. Eliciting helps you realize if the students are listening and understanding or not

In case you say the existing ideal is used to speak about matters connecting the existing and the past, there may be no manner at that level of understanding if the students have

understood what you stated (despite the fact that they have been listening) .in case you say What do those gift best sentences have in commonplace? or What the distinction among those easy past and gift ideal sentences? alternatively a loss of an answer makes it probable that they may be no longer listening or are not following you (however see below for different viable motives),and an accurate answer makes it clear that they may be alert and with you for your rationalization.

c. Eliciting helps you find out what they already know

With the aid of beginning with easy questions and running your way closer to greater tough ones, you may be capable of improve their self belief with the primary ones and understand the bounds in their understanding as soon as their answers begin to end up incomplete or incorrect. locating out what students do and don't realize may also help you spend lesson time at the most critical matters and assist you propose destiny instructions with that during thoughts. there may be the threat that you may only discover the bounds of the understanding of a number of the students or that you may underestimate their information due to the fact they recognize however are not announcing or they understand however haven't defined themselves well. you may in part conquer those troubles by means of tracking body language and ensuring absolutely everyone speaks.

d. Elicitation can mean more students taking time (STT) cut down on teacher talking time (TTT)

The truth that students are responding to nearly the whole thing you are saying in nearly each level of the lesson must imply that they are speaking more frequently than they could be if they just taking note of an evidence with the aid of the teacher. This effect may be improved if

you could get them commenting on what the alternative students say within the eliciting degrees. selecting your questions cautiously also can help, e.g. by using the use of Wh- questions instead of yes or No questions and by way of asking question which have many distinct correct answers (“Open question”) instead of ones in which you are just searching out one specific answer. This remaining tip must also reduce down for your speaking time through that means that you don’t have to mention “true, however i used to be seeking out a different word. What do you call...? One example of that is to brainstorm all of the vocabulary they understand specifically class instead of just defining the only piece of vocabulary you are searching out. some other is to ask “What does the second Conditional imply? instead of Is the second Conditional used to speak about actual things?

e. Eliciting helps students learn how to guess

Speaking in actual time is a persistent process of guessing-looking to expect what human beings are going to mention, looking to exercise session their mindset by using their tone of voice and body language, and so on. Many students lack this ability or are shy about the usage of it inside the foreign language classroom and getting them used to guessing the answer to nearly the whole thing you are saying through eliciting can certainly help with this. To ensure they are satisfied to make a guess when you are eliciting, you’ll need to provide effective comments for any type of contribution (Very innovative, however I suggest something a piece more regular),standing near human beings with quiet voices after they answer in order that they don’t misinterpret no longer listening to them as lack of knowledge and asking questions which have many viable accurate answers.

f. They can learn/be exposed to useful incidental language during elicitation

Incidental language is language which you don't teach but nevertheless desire that students select up all through their interactions within the classroom. phrases they need to learn how to understand and then perhaps move on so that you can use (or as a minimum be prepared to study consciously while they arrive up within the syllabus) from elicitation consist of What does... suggest? How do you spell...? what is this sound? and what's the distinction among...and...?

g. Elicitation can show them how to work this out for themselves

That is absolutely simply an element of the point above. Telling students that "Obstruction is the noun of obstruct" is obviously brief and can also be listened to and understood, mainly in case you write it up at the board in a few manner on the equal time. but, there is mostly a purpose to make the effort to elicit with " What form of word is "motion"? A word, proper. I mean, is there a comparable word? attempt taking off a number of the letters closer to the stop... "Act", true! What type of verb is act? we are saying "he is performing" so what type of word is it in that sentence? "V". certain, that's right, that's what it says for your dictionary. V stands for verb. So, "act" is the verb and movement is the noun. ok, so allow's move again to obstruct and obstruction. that is a instead lengthy example however I accept as true with even this may be profitable as it has taught students a few beneficial grammatical terminology and more importantly proven them how to investigate word formation for themselves.

The disadvantages of Elicitation

consequently, there are a few disadvantages of the usage of elicitation technique. There are:

- a. Elicitation can be time consuming.
- b. Elicitation doesn't constantly cause more TTT (teacher talking Time).
- c. Elicitation may be automated.
- d. Elicitation can meet with silence.
- e. The language of elicitation is not always like regular communication.

2.3 Speaking

There are many definitions of speaking that have been proposed by some experts. speaking is a manufacturing ability that falls into two principal categories: accuracy and fluency. Accuracy includes the usage of vocabulary, grammar and pronunciation thru numerous activities, fluency takes into consideration "the capability to hold going while talking spontaneously" (Derakhshan, Khalili, & Beheshti, 2016). Sidik (2013) argues that "it shows that oral interactions may be characteristic in terms of exercises, which can be traditional approaches of providing information that could focus on information or interaction". according to Koşar & Bedir (2014), speaking is an interactive procedure of building that means that includes producing and receiving information. Irawati (2014:26) defines speaking as an activity to produce speech in the form of words and sentences orally to communicate with other people. It means that this interest includes or more human beings in whom the individuals are each hearers and speakers having to react to anything they hear and make their contribution a excessive speed, so every participant has purpose or a fixed of purpose that he desires. So, the English teacher must lively the students speaking capability through supplying communicative language activities and exciting media within the classroom and then giving them the possibilities to practice their speaking ability as lots as viable.

From those theories, it may be summarized that speaking skill is related to communication. Speaking is a skill to use a language appropriately to express someone's idea, opinions, or feelings in order to give or get information and knowledge from other people who do communication.

2.3.1 Purpose of Speaking

The main goal of speaking is to communicate. Speaking is an essential tool to communicate or to supply thoughts matters about what the speaker might be said with their society. this is why, speaking could be very crucial. basically, there are three crucial goals of speaking (Tarigan, 2014) particularly:

a. To Inform

to inform way that the speaker desires to inform and percentage thoughts, facts, procedure feeling or opinion to the hearer and provide understanding as properly especially goal (Tarigan, 2014). In this situation, the speaker simply need to tell about a reality.

b. To Entertain

To entertain this means that the speaker desires to make the hearer feels happier with the substances which might be decided on based totally on their amusement value (Tarigan, 2014). as an example when the teacher told about story to the students, the mother and father informed the humorous story to their kids. through doing it, speaking might be more exciting to be heard through the listeners.

c. To persuade

to persuade this means that the speaker attempts to verify the hearer to do some thing in positive activity (Tarigan, 2014). The teacher has to make an awesome teaching to the students by using giving them example in delivering topic. From the example, the students may be understand the thinking the lesson and be energetic to enroll in the lesson. The activities want the movements to make the listener involved to perform the actions wherein the speaker desires.

d. To discuss

to discuss means that the speaker desires to talk about some thing due to the fact the goal of speaking is to make a few choices and planning (Tarigan, 2014).

Discussion activity is assumed to get more attention from the students however they should clear up a hassle from the assignment that is given through the teacher. From the statements before, it may be concluded that thru speaking, someone can tell their feeling and is aware of any individual's feeling from ask him in their conversation and make a few choices.

2.3.2 Aspects of Speaking

In speaking, there are a few components that need to be fulfilled through the learners. it may be used as a measurement whether or not our speech is right or not. those are fluency, comprehension, grammar, vocabulary and pronunciation. the outline is as follows according to (Tarigan, 2014)

a. Fluency

It refers to one's capability to talk smoothly and effortlessly. Fluency is the matter of the way a person speaks the language with none problem like questioning the word difficult the concept, and so on.

b. Comprehension

Comprehension is a students' competence to understand all the speaker says to them.

c. Grammar

Grammar is the way to arrange the words into the suitable sentence. that is crucial that if the speaker can master grammar to arrange the word so the speaker also without problems to talk English properly.

d. Vocabulary

Vocabulary is the fundamental of language. It seems in each language ability. it is very crucial due to the fact we will say not anything with out vocabulary in or thoughts. Vocabulary is set preference of word that is used correctly based on the context of speaking.

e. Pronunciation

primarily based on the definition, pronunciation is the crucial aspect of language. consequently, it is important if the students have a great pronunciation due to the fact if they have a great pronunciation so their speaking may be understandable.

2.4 Students Achievement

In the literature at the degree of achievement and the factors that effect student achievement (see e.g. Hattie & Anderman, 2013), student achievement is described both extensively or narrowly. whilst described narrowly, student achievement is associated with 'difficult' abilities and understanding which can be measured thru standardised assessments; that is additionally called educational achievement (Haines & Mueller, 2013). in line with this definition, student achievement is associated with the student's capability to reproduce

understanding and responsibilities. most studies on student achievement adopts this narrow definition and consequently makes use of grades as a standardised degree of student achievement. on this technique, student achievement is decided through looking at quantitative indicators (i.e. grades and dropout rates) that proxy the capability (abilities and understanding) of a student and the performance of the academic institution. those measurements are used to determine whether or not students have received the abilities and understanding through summarising student performance in a grade (Greaney & Kellaghan, 2016).

In assessment to the narrow definition, the wide definition of student achievement also consists of 'smooth' abilities and private increase, in addition to such qualitative factors as student engagement in educationally functional activities, student satisfaction, student acquisition of preferred understanding, endurance, attainment of educational item submit-educational overall performance. in line with this wide definition, student achievement is likewise related to family, family-school family members, parental involvement in education (see e.g. Seginer, 2016), behaviour and health (Henderson & Mapp, 2014), overall performance on the labour market and citizenship. those smooth components of student achievement are not constantly measurable by way of standardised assessments.

(top hat glossary), student achievement is the degree of the quantity of educational content a student learns in a given time frame. every education degree has particular requirements or desires that educators ought to educate to their students. achievement is commonly assessed thru common development and comprehension tests and examinations, but, there may be no consensus on how it is excellent evaluated or which factors of it are maximum crucial. student achievement refers back to the quantity to which a learner has attained their quick or long-time period academic purposes. person variations in educational overall

performance are strongly correlated with variations in personality and intelligence. As properly, students' degrees of self-efficacy, self control and motivation additionally effect degrees of achievement.

student achievement is impacted on numerous levels including students' personal factors, their interactions with others which consist of mother and father, teachers, and administrators, and eventually the larger systems that arround the student and and so on. school districts, neighbourhoods, nearby economic device, political coverage, and multicultural family members. student achievement represents overall performance effects that mean the amount to which a person has finished specific dreams that have been the focus of activities in academic environments, especially in school, college, and university. school structures usually define cognitive purposes that both look at at some stage in a couple of problem regions (e.g., essential questioning) or include the acquisition of understanding and knowledge in a specific intellectual location (e.g., numeracy, literacy, technology, information). consequently, student achievement must be considered to be a multifaceted assemble that carries particular domains of getting to know. due to the reality the sector of student achievement can be very large ranging and covers a wide type of academic effects, the definition of student achievement relies upon on the signs and symptoms used to degree it. most of the many standards that recommend student achievement, there are very popular indicators which consist of procedural and declarative understanding obtained in an academic system, extracurricular based totally standards which consist of grades or overall performance on an academic achievement test, and cumulative symptoms of student achievement which consist of academic degrees and certificates. All requirements have in common that they constitute intellectual and therefore, more or less, reflect the intellectual

ability of a individual. In advanced societies, academic achievement plays an important role in everybody's life. (top hat glossary).

2.5 Previous Study

1. 1. the first research which has finished by Farida Fatmawati with the title "teaching speaking by the use of Elicitation technique to the eighth Grade students Of SMPN 1 Bangsri Jepara In 2015/2016 academic year". The development of the students' English speaking ability may be reached if the proper teaching technique is carried out and it is suitable with the ideas of teaching speaking. Elicitation technique is one of the suitable technique to improve the students' speaking ability in English. This technique used to conquer students' trouble of being lack of self-belief in speaking English due to the fact by the numerous types of activities within the elicitation technique which require the students to specific their concept primarily based at the topic given. It makes the students more assured to speak English. The goal of the research in wellknown is to discover whether or not there's considerable distinction of the speaking ability of the eight grade students of SMPN1 Bangsri Jepara in 2015/2016 academic year earlier than and after being taught by using Elicitation technique. that is a experimental research. the author uses one group. The population used is the eight grade students of SMPN1 Bangsri Jepara in 2015/2016 academic year even as the sample is class VIII A. The topic is descriptive text. First the author offers the pre-test, after which offers treatment in four meetings, and the remaining is giving post-test to discover the variations result in before and after being taught by using Elicitation technique. The result of the experiment shows that the imply of pre-test is 54.5 with the usual deviation of 8.89 and the suggest of post-test is 70.9 with the usual deviation 6.38. It changed into found t-observation is 11.59 within the degree of significance five% from degree of freedom (df) $N-1$ ($40-1=39$) and t- table 2.021. In different word t-observation falls within the

important place. consequently, it may be stated that the null hypothesis is rejected, whilst the hypothesis of the research is confirmed. So, the end result of the research is „“ there is significant distinction of the speaking skill of the eighth grade students of SMPN1 Bangsri Jepra in 2015/2016 academic year before and after being taught by using Elicitation technique”’. based at the result of the research above, the author indicates that the teacher must be more creative in choosing the appropriate technique in teaching and learning process. it is to make students lively and sense fun in the class. The contribution of this study is used as the reference to my research which by implementing teaching English by using elicitation technique. The similarity is using elicitation technique to improve students speaking in English and the methodology of research. The differences are the population, sample and location of research.

2. the second research which has completed by Delvia Sasmita with the title “An analysis of teachers Elicitation techniques in the classroom At SMA Pembangunan Laboratorium Unp” The observe is a descriptive study that goals to look what type of elicitation techniques utilized by three teachers of English. pengumpulan engineering data used in this observe is the observation and interviews. in observing, the learning process is recorded the usage of a video camera. This recording turned into transcribed and analyzed. interviews had been carried out through teachers to get extra information from the facts received through observation. based research discovered that teachers the use of four types of elicitation techniques are asking questions (54.8%), ask questions mixed with images (five.5%), ask questions blended with text or communicate (38.7%), and ask a question this is mixed with a non-verbal language (1%). technique of asking questions which, blended with the game or activity is not used by the teacher. based totally at the studies findings, it turned into observed that asking question turned into identified as the maximum regularly used techniques to elicit students” responses. the

teachers used “asking question” technique in pre and while teaching regularly. the teachers argued that asking question have been easy and effective to ask students participation. It changed into observed through technique “asking questions mixed with the usage of texts or communicate. It turned into recommended that the teachers need to be innovative in applying elicitation techniques to encourage students to speak. The teacher must follow a few techniques in asking questions in order that the students may want to answer them easily. Then, they must be aware of what, how and when thinking in elicitation have to be raised in order to gain the most effectiveness of this technique. The contribution of this study is used as the reference to my research which by implementing elicitation technique. The similarity is using elicitation technique in class. The differences are the methodology of this research that used descriptive analysis and the population, sample location of research.

3. The third research which has performed by era Litawati with the title “The effect of elicitation techniques on teaching speaking of grade 5 of elementary school”. In a globalizing world, the capability to talk in English is turning into more and more crucial. This requires more attention for teaching speaking with the goal of developing the students oral fluency. This studies investigates the effect of using elicitation techniques to grade five of elementary school students. The purpose of this observe is to discover whether or not elicitation techniques may be also be effectively used in massive classroom with 35 students or more. The studies turned into completed inside a duration of 12 weeks whilst the researcher was doing a 36 day teaching practice. the topic of the observe have been 56 students in grade five at an elementary school in Surabaya. This quasi-experimental studies has been finished with randomly selected grade 5 classes because the experimental group and manipulate organization. the scholars inside the experimental group had been taught using elicitation technique and the students control group

have been taught using drilling techniques. the two groups have been given the equal talking test using pictures inside the pre-test and post-test. speaking recordings of 3 minutes in step with students have been recorded by computer. The special evaluators by gambling again those sounds recordings. The evaluators analyzed every sound recording based totally on four factors: pronunciation, Grammar, Vocabulary, and Fluency, using a rubric that was changed from David P. Harris (1969). comparing the common scores of pre-test and post-test of each groups showed that there have been considerable differences in development with a 42% improvement for the experimental group using elicitation techniques and a 22% improvement for the control group using drilling techniques. There have been widespread variations among the final results in line with element. Pronunciation has improved at an nearly comparable degree 52% for the experimental group and 53% for the control group. For the alternative factors elicitation proved to be more effective with an improvement in grammar of 48% for the experimental group compared to 12% for the control group and 35% in comparison to 18% for vocabulary and 37% compared to 17% for fluency. The observe concludes that elicitation does more than only enhancing the speaking skillability furthermore it creates a secure state of affairs within the classroom. the students who were taught speaking by elicitation technique had been feeling more comfortable and confident in practicing English in a natural and amusing way. the students concludes that elicitation techniques improve the students" speaking ability more than conventional Drilling techniques.

The contribution of this study is used as the reference to my research which by implementing teaching English by using elicitation technique can effect student speaking in english. The similarity is using elicitation technique to improve students speaking in English and

the methodology of research. The differences are the population, sample and location of research.

4. The fourth research which has accomplished by Suci Rahmadani with the title “The effect of applying Elicitation technique on the students’ speaking achievement. of using Elicitation technique in the students’ speaking achievement. This was an experimental research which carried out one-group pre-test and post-test design. The population of the research turned into the grade students at SMA HARAPAN MEKAR MEDAN in 2016/2017 academic year, which consist of 91 students. through the usage of purposive sampling method class XI IPA 1 turned into chosen as the sample. The data have been accumulated through administrating an oral test given in pre-test and post-test using the teacher made test. After reading the records, the findings showed that the value of became better than (2.689, 2.048) with $df = n - 2$ (30-2=28). It has mean the alternative hypothesis (H_a) was accepted and H_0 was rejected, there had been a importance effect of applying Elicitation technique on the students’ speaking achievement. The stimulated of this technique was 20.5%, and 79.five% through different elements. The contribution of this study is used as the reference to my research which by implementing teaching English by using elicitation technique. The similarity is using elicitation technique to improve students speaking in English and the methodology of research. The differences are the population, sample and location of research.

5. The fifth research which has done by Ratih Kumala Sari with the title “improving students’ speaking achievement through elicitation technique”. This research turned into aimed to discover development the students’ speaking achievement thru elicitation technique. This observe apply classroom action research. It was achieved thru planning, action research. The place of the research was SMK Negeri 5 Medan Jl. Timor No.36 Medan. The subject of this

studies was tenth grade TOKR 4 students which consisted of 27 students. based at the speaking thru elicitation technique score, students' score hold improving in each test. within the pretest the imply score become 47.59, in the first cycle test the imply 56,48, and the second cycle the test imply score was 67.77. The improvement additionally may be visible from the proportion students were given point more than 60. inside the first cycle speaking every day activity, in pretest 18,5% students were given point greater than 60, inside the first cycle test 48,1% students who were given pint more than 60, and the growing turned into 29.6% from pretest to cycle 1. inside the second cycle test 100% students got point more than 60, and the increasing become 51.9% from cycle 1 and 2. It is mean that teaching speaking through elicitation technique through the use of picture of day by day activity can improved the students' speaking achievement through elicitation technique. image of each day activity made students' were involved, have amusing, and encourage them to talk trough elicitation technique. The contribution of this study is used as the reference to my research which by implementing teaching English by using elicitation technique. The similarity is using elicitation technique to improve students speaking English. The differences are the methodology of this research that is uses Classroom Action Research (CAR), population, sample and location of research.

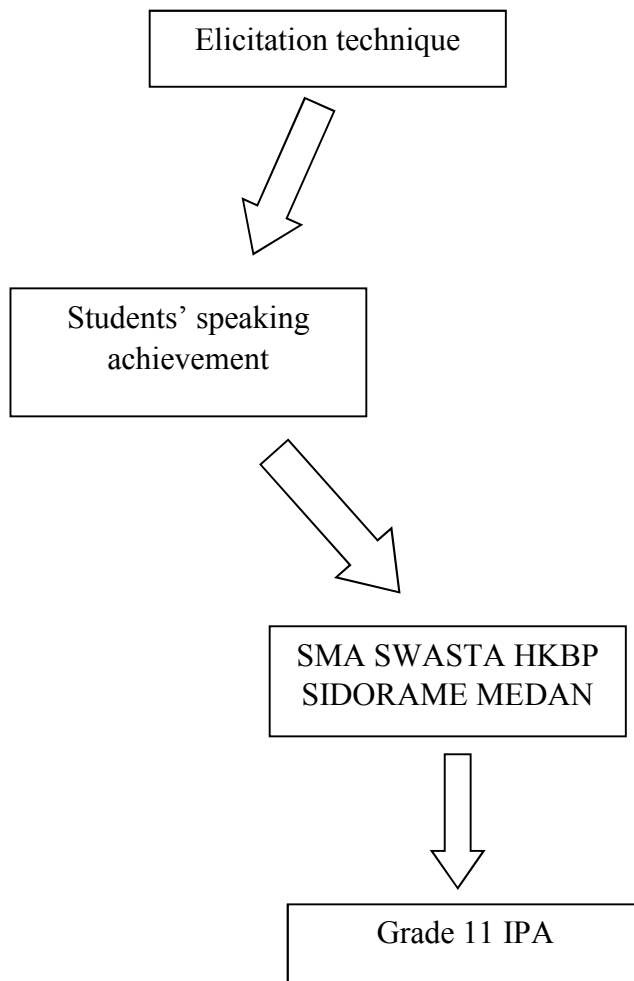
2.6 Conceptual Framework

a great learning process can contain each the teachers and the students. It encourages the willingness to study. In speaking, the teachers must design an interactive lesson to discover the speaking capability of the students. generally, the learners of foreign language have weak point in self-confidence and enthusiasm in speaking the language. They felt unconfident to talk ungrammatically. It made them less participate into the lesson. The senior high school students

face the identical problem as properly. Elicitation technique is the proper technique to improve the students' achievement in speaking.

teaching English speaking thru Elicitation technique can improve the students' speaking achievement in expressing their thoughts whether or not they are able to explicit the language effectively and fluently or not. This technique can increase the students' self-confidence and exuberance because through applying this, the encouragement to speak is better due to the fact that they may be as a person or anything in line with their elicit. This have been assist students to explicit their ideas. In applying this technique, the teacher did not observer of controlled language practice in which students say a variety of sentences through the use of specific piece grammar. They had been looked at the students' activeness. further, the existence of peer in elicitation technique helped the teacher to arouse the students' interest in speaking. moreover, trough elicitation technique, students stimulated to talk in English.

2.7. conceptual framework



CHAPTER III

RESEACRH METHODOLOGY

3.1 Research Design

To answer the research question which has been mentioned in the previous chapter, this section discussed the main activity of conducting research. in this research the researcher used experimental research. According to Creswell (2014), “experiments include assignment, but not random assignment of participants to groups”. The researcher gave information about research design, population and sample, research instrument, data collection, and data analysis. In short, the research method on this study might be elaborated below.

moreover, the researcher implemented quasi-experimental research. Quasi-experimental research is an experimental research wherein the research subjects had been not probable to be assigned randomly (Creswell, 2014). for the reason that, the object of study have been arranged in a category, the researcher was not capable of reset the forming to create artificial groups. certainly, the researcher included the intact group to be assigned. as the end result, the quasi-experiment research had been administered during this study due to the fact the researcher was not possibly to randomly assign the subjects. moreover, the quasi-experimental design is concerning two groups, control and experiment, which may not be organized. Tanti (2014) claims that experimental group is a measured group of students, who are observed the competences after being given treatment. in any other case, controlling group is the students who monitor the experimental group.

Table 3.1 Experimental design

Group	Test	Treatment	Test
Experimental Group	Pre-test	Experimental treatment	Post-test
Control Group	Pre-test	Common treatment used by teacher	Post-test

3.2 population and sample

3.2.1 population

According to Sugiono in Ida (2019:27) population is a geographic generalization with the following characteristics, the object/subject has quality and certain characteristics that are set by the researcher to learn and then make the conclusion. The population of this research will be the eleventh grade students of SMA Swasta HKBP Sidorame Medan in academic year 2022/2023. It consists of 28 students.

3.2.2 Sample

Sampling is a method of taking samples. Sampling was established to select some of the individual processes in research as a voluntary. The goal of sampling is to use some individuals to gather information about the population. The sample of this research is used random sampling technique. This sample will be 28 students which is divided into 2 groups. They are 14 students as Experimental group and 14 as Control group.

Table 3.2 population and sample

Classes	Population	Sample
XI-IPA	Student	14 students
XI-IPS	Student	14 students

3.3 Instrument of Collecting Data

According to Desi (2018:28) an instrument is a collection of tools used by a researcher to collect data during the research process. Instruments include tests, surveys, interviews, observations, rating scales, and documentation. Instrument are tools used to measure natural or social phenomena. Data collection from the research subject can be accomplished using a variety of techniques, locations, and resources, one of them is a test. Instruments to collect data is using test that is oral test.

3.4 Speaking Test

3.4. picture of Merdeka walk Medan



Question:

1. what do you see in picture?
2. have you ever visited there?
3. when did you go there?

4. what does it look like?

5. where is it located?

Well, now please explain this place by using a simple sentence in front of the class.

3.5 Validity and Reability of The Test

3.5. The Validity and Reliability of The Test

In conducting the research, collecting the data is very important. The accuracy of the result of research mostly depends on how accurate the uses instrument is. Before research is carried out the instrument for the data collection should be prepared well. The writer would use an oral test (speaking) as an instrument. On the test, the students will test by asking them to make and retelling the short story based on the topic given in group by using their own words in front of the class.

There are two important characteristics that every measuring instrument should process. They are validity and reliability. Validity and reliability are qualities that are essential to the effectiveness of any data gathering procedure.

3.5.1. The Validity of The Test

According to Arikunto (2013) states that validity is a degree that display the degree of validity of an instrument and instrument may be stated valid if it can degree what is preferred. There are some types of validity namely, content, criterion and, construct validity. This research will be applied construct validity which is concerned with the extent to which a test measured specific trait or construct. The term construct will be used to refer to something that is not itself directly measurable but which is explained observable effects.

3.5.2. The Reliability of the Test

Formula would be applied:

Reliability is something that may be quite reliable if the instrument may be used as a tool to measured and accumulate data at exceptional locations and instances and nonetheless display similar or not a lot specific effects. In additional, according to (Arikunto, 2013)

If you give the equal test to the same student or match students on two different situation, the test should have similar results. It is one of out that will be given before doing the research. To get the reliability of the test, the Pearson Product Moment.

$$r = \frac{N (\sum xy) - (\sum x) (\sum y)}{\sqrt{(N \sum x^2 - (\sum x)^2) (N \sum y^2 - (\sum y)^2)}}$$

Notes:

r = The coefficient of reliability

N = Number of students

$\sum x$ = The total of the score I

$\sum y$ = The total of the score II

The value of coefficient correlation is categorized in the following

Criteria:

0.00-0.20 = the reliability is negligible

0.21 -0.40 = the reliability is low

0.41-0.60 = the reliability is moderate

0.61 -0.80 = the reliability is substantial

0.81- shove = the reliability is very high

0.82 = the reliability is substantial the reliability is very high

3.5. Scoring of The Test

To know the score of the test from the experimental and control group, the researcher uses the criteria. The early history of testing speaking focused almost exclusively on the development of rating scales, or rubrics, for the test (Fulcher, 2014). Therefore the proficiency description of FSI is used to score the test.

Table 3.5 FSI (Foreign Service Institute) Weighting Table

Proficiency Description	1	2	3	4	5	6
Accent	0	1	2	2	3	4
Grammar	6	12	18	24	20	36
Vocabulary	2	8	12	16	20	24
Fluency	2	4	6	8	10	12
Comprehension	4	8	12	15	19	23
Total						

a. accent

1. pronunciation frequently unintelligible. (0)
2. frequent gross errors and a very heavy accent make understanding difficult, requires frequent repetition. (1)
3. foreign accent requires concentrated listening and mispronunciations lead to occasional misunderstanding and apparent errors in grammar or vocabulary (2)
4. marked foreign accent' and occasional mispronunciations with do not interface with understanding. (2)
5. no conspicuous mispronunciations, but would not be taken for a native speaker (3)
6. native pronunciations, with no trace of foreign accent. (4)

b. grammar

1. grammar almost entirely inaccurate except in stock phrases. (6)
2. constant errors showing control of very few in major patterns and frequently preventing communication. (12)
3. Frequent errors showing some major patterns uncontrolled and causing occasional irritation and misunderstanding. (18)
4. occasional errors showing imperfect of some patterns but no weakness than causes misunderstanding. (24)
5. Few errors, with no patterns of failure. (30)
6. No more than two errors during the interview. (36)

c. Vocabulary

1. Vocabulary inadequate for even the simplest conversation. (2)
2. vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc.). (8)
3. Choices of words sometimes inaccurate, limitation of vocabulary, prevent discussion of some common professional and social topics. (12)
4. Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any non-technical subject with some circumlocutions. (16)
5. Vocabulary apparently as accurate and extensive as that of an educated 3 native speaker. (24)

d. Fluency

1. speech is so halting and fragmentary that conversation is virtually impossible. (2)
2. speech is very low and uneven expect for short or routine sentences. (4)
3. speech is frequently hesitant and jerky, sentences may be left uncompleted. (16)
4. speech is occasionally hesitant with some unevenness caused by rephrasing and grouping for word. (8)
5. speech is effortless and smooth, but perceptibly non-native in speed and evenness. (10)
6. speech on all professional and general topics is an effortless and as smooth as a native speaker's. (12)

e. comprehension

1. understands too little for the simplest type of conversation. (4)
2. understand and only slow very simple speech on common social and touristic topics: requires constant repetition and rephrasing. (8)

3. understands careful, somewhat simplified speech directed to him, with considerable repetition and rephrasing. (12)

4. understand quite well normal educated speech directed to him, but requires occasional repetition and rephrasing. (15)

5. understands everything in normal educated conversation expect for very colloquial for low frequency items, or exceptionally rapid or slurred speech. (19)

6. understands everything in both formal and colloquial speech to be expected of and educated native speaker. (23)

3.6. Procedure for Collecting Data

The procedure is used to solve the problems. The procedure in collecting data in this case in the test, kind of this test is telling the story. The test is used:

3.6.1 Pre- Test

3.6.2. Treatment

Pre-test will be administered to both the experimental and control group. The pre-test is conducting to find out and describe whether both groups are homogeneous in the speaking test or not. The homogeneity can be seen from the average score of each group. Before starting the experiment, a pre-test is administered to the samples of both groups with the same items. It is expected that the difference in the average score between them not too far. In other words, the two groups are at the same level of knowledge.

After having the pre-test, the experimental group will treat using the elicitation technique, while the control group will treat by using the teacher technique. The treatment will conduct after an administration of the pre-test. The experimental group will treat by using elicitation technique

to improve speaking achievement, while the control group will teach by using the teacher technique.

3.6.3. Post – Test

Post-test will give to know the differences score between experimental and control groups. It will give to the students after treatment has been reached to find out if the effect of using elicitation technique on students’ achievement in speaking whether it is significant or not.

Table 3.6 Treatment procedure or Experimental Group

No	Experimental Group
1	Firstly, the researcher explains about the Elicitation Technique. The student participation in a learning community and promote their cognitive development. It makes learning memorable as learners can link new and old information, and it can help produce dynamic and stimulating ideas.
2	The researcher organized the students into groups. Each group consist of 4 students
3	the researcher will giving an English newspaper article to each group and ask them to discuss about the issues.
4	The researcher will ask each group to present their discussion in front of the class. The teacher will observe how the students’ speak and if they make mistake in pronunciation, the teacher try to fix it by asking

	other student to help.
5	After that the students were back to their seat. Then, the researcher will show a picture and make a review as a individually test.

3.7 Technique of Analyzing Data

The two groups will be compared by applying the test to know how significant the effect of applying the elicitation technique on students' speaking achievement. After the data in the form of students' scores on speaking achievement has obtained, the following steps will be carried out:

1. Get the main score of each group (the experimental group and control group).
2. Compare the mean score of the two groups.
3. Find out which one is higher.
4. Explain the meaning of differences of the means score.
5. Explain the implication of the finding to the teaching of speaking achievement.

In order to know the difference effect between the two group, the writer used T-test formula stated by Arikunto (2002),

Formula as in the following:

$$t = \frac{Mx - My}{\sqrt{\left[\frac{dx^2 + dy^2}{Nx + Ny - 2}\right] + \left[\frac{1}{Nx} + \frac{1}{Ny}\right]}}$$

Notes:

t = the effect

M_x = mean of experimental group

M_y = mean of control group

D_x = the deviation square of experimental group

D_y = the deviation square of control group

N_x = the sample of experimental group

N_y = the sample of control group

3.8. Testing Hypothesis

Based explanation of both theoretical and conceptual framework above, the research hypothesis is formulated as:

"The students' speaking achievement teach by using elicitation technique - is significantly greater than teach by using teachers' technique".

The hypothesis of the study was statistically formulated and stated as the following:

$H_0: \mu_x = \mu_y$

$H_a: \mu_x > \mu_y$

Notes:

H_0 : hypothesis null

H_a : hypothesis alternative

μ_x : the mean score of students' speaking achievement who are taught by using elicitation technique

μ_y : the mean score of the students' speaking achievement who are taught by teachers' technique.