THE USE OF ELICITATION TECHNIQUE IN TEACHING SPEAKING TO THE EIGHTH GRADE STUDENTS AT SMP DHARMA BHAKTI PALEMBANG

THESIS

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بِسْمِ ٱللَّهِ ٱلرَّحْمَٰنِ ٱلرَّحِيم

Motto

- **There is no time without Allah, there is no life without dakwa and khalifah islamiyah will be dominate the world**

This Thesis Dedicated to:

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The Researcher,

WW

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CHAPTER 1
INTRODUCTION

This chapter presents background of the study, problem of the study, objective of the study, and significance of the study.

A. Background of the Study

Speaking is a communication skills that enable a person to verbalize thoughts and ideas. People speak because of someone reasons such as, asking and telling information, debatting, argumentation, expression feeling, emotion, and desires. Speaking is also one of the most important skills to master in a language. Its success is measured in terms of the ability to carry out conversation in an interactive process constructing meaning that involves producing, receiving, and processing information. Speak means talk about, use your voice to say, be able to use a language, make a speech to an audience, make use of language ordinary, not singing voice (Hornby: 2003; p. 4.14).

Teaching speaking is very important as the Second language skill. The ability to communicate in a second language clearly and efficiently gives a contribution. Therefore, It is essential that language teachers pay great attention to teaching speaking rather than leading students to pure memorization, providing a rich environment where meaningful communication takes place is desired. Moreover, using various speaking activities can contribute a grade deal to students in developing basic interactive skills necessary for life. These activities make students more active in the learning process and at the same time make their learning more meaningful and fun for them.

Based on English Proficiency Index (EFI), Indonesia's speaking ranks 80th out of 112 countries globally with a score of 466 points. English Proficiency Index (EFI). Globally, Indonesian EPI score is even below the global average EPI score of 503. One of the causes of low communication skills is the ability to

convey ideas and views. In fact, that ability will increase the confidence of a person or a nation to do great things.

Based on the researcher's observation and interview with one of English teacher SMP Dharma Bhakti Palembang especially on Grade VIII. The researcher chooses this title because there are many students cannot speak English well. and, The students did not have the self-confidence to speak because the students afraid to make fault in speaking english. It means that many students could not pas the KKM. Form this fact it can be concluded that the process of teaching and learning has not succeeded. In this case, the elicitation Technique was useful for the students SMP Dharma Bhakti Palembang. Elicitation technique was used to teach students in Grade VIII junior high school.

In Teaching Speaking Elicitation technique is any of a number of data collection techniques used in language teaching and learning process or other fields to gather knowledge or information from people. Therefore, teaching speaking should be taught in interactive and communicate ways. There are many types of classroom speaking activities. As Harmer (2001) states, there are nine classroom speaking activities. There are discussion, conversation, oral report, role-play, interview, questions, and answers, using a picture story, giving instructions/descriptions/explanations retelling story from an aural or written stimulus.

There are some advantages of the Elicitation technique in teaching speaking, namely, Elicitation keeps the students alert, Elicitation helps you realise if the students are listening and understanding or not, Elicitation helps you find out what they already know.

From the explanation, the researcher would a research about undertitle The use of Elicitation technique in teaching speaking to eighth grade students at SMP Dharma Bhakti Palembang.

B. Formulation of the Study

The formulation of the study is formulated as follows: is there any significant effect of elicitation on the students' achievement being taught by using the Elicitation Technique?

C. Objective of the Study

The objective of the study is to find out the effect of using elicitation techniques on students' speaking achievement.

D. Significance of the Study

There are some significance of the study as follows:

1. For Researcher

   By conducting this study, it would give her a set experience how to measure the students achievement to speak English.

2. For Students

   It will be useful to help the students to give them better understand and confidence of speaking Englis.

3. For English Teacher

   The teacher can interpreting and applying the tecnique to teach the student in teaching speaking English more easily to transfer their knowledge.

4. For Readers

   The result will be useful in order that they can use it in teaching learning process, to make the students more interested in studying English.

5. For Other Researchers

   To other researchers, this researcher will be a source reference in conduction similar research in the future for other researches.

E. Hypotheses of the Study

The hypotheses of this study are stated below:

a. The null hypotheses (Ho) there is no effect of applying elicitation technique
b. The alternative hypotheses (Ha) there is a significant effect of applying elicitation technique

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