IMPROVING STUDENT’S SPEAKING SKILL THROUGH ELICITATION TECHNIQUE
(A Classroom Action Research at the tenth Grade Students of SMK Negeri Jumantono in 2015/2016 Academic Year)

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ABSTRACT

This aims of the research are: (1) To know the improvement of student’s speaking skill of the tenth grade students of SMK Negeri Jumantono in academic year 2015/2016, especially class X Akuntansi 1 by using Elicitation technique, and (2) To know how far the implementation of Elicitation technique in students’ speaking skill of tenth grade students of SMK Negeri Jumantono in academic year 2015/2016, especially class X Akuntansi 1.

This research was a Classroom Action Research. This Classroom Action Research was conducted at X Akuntansi 1 class of SMK Negeri Jumantono. The Procedure of Classroom Action Research were planning, action, observation and reflection. The Technique of collecting data were test and non-test. In the non-test were observation, interview, and documentation. The researcher divided the research into two cycles and in each cycle carried out in four steps that included: planning, implementing the action, observing, reflecting. In the cycle two, it was begun by revising the plan. In analyzing the data, the researcher used Qualitative data and Quantitative data analysis. Based on the result of study, the researcher found that the Elicitation technique could improve of the students’ Speaking skill. The improvement of the students’ Speaking skill could be shown by the result of pre-test and post-test. The mean score of post-test 1 was 5.86 it was higher than the mean score of pre-test that was 4.02. In cycle two, the mean score of post-test 2 was 7.86. It was higher than post-test 2. It could be concluded that using Elicitation technique could increase the students’ Speaking skill. The students’ score was getting better in each cycle. It indicated that the teaching learning process is successful, both the researcher and the students gained the objectives.

From the result of research, the researcher concludes that Elicitation technique is a good technique to teach speaking skill at the tenth grade of SMK Negeri Jumantono in 2015/2016 Academic Year. The students enjoyed and showed enthusiasm in teaching learning process. Therefore, Elicitation technique can be used as an innovative technique in teaching and learning speaking skill.

Keywords: Elicitation Technique, Speaking Skill, Classroom Action Research
INTRODUCTION

Everybody needed to communicate as long as he or she was alive. Therefore, communication could not be separated from human life. To communicate needed equipment to show ideas, purposes, thought, and feelings. Language was the important equipment in communication. In the world, there were so many languages and English was an important language to be learned because it became an international language. In Indonesia, English was the second language. It could assume that English was hard for some people who were not native speaker. Because of that, English was learned by Indonesian students. English was learned to improve human quality. In English, there were four language skills which became main learning for English. They were Writing, Listening, Reading and Speaking. One of the skill which was needed to be learned is Speaking. According to Chaney (1998:13), speaking is the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts. It was very important in order to enable students to communicate in English effectively. Speaking skill covered the other skills, for example Reading, Listening and Writing to showed the real English language applied.

In SMK Negeri Jumantono, Karanganyar, the minimum score (KKM) = *Kriteria Ketuntasan Minimal* for English is 75. It was too high for the students in class X Akuntansi 1 to reach it. They got difficulties when mastering English, especially on Speaking.
There were three main problems in the situation above. The problems came from three factors, they were from teacher’s factor, student’s factor and school’s factor. One of the way to solve the problem was the used of technique. According to Anthony (in Richards and Rodgers, 1986: 15), Technique is an implementation that which actually takes place in a classroom. It is a particular trick, stratagem or contrivance used to accomplish an immediate objective. According to Scrivener (2005: 98) Elicitation means drawing out information, language, and ideas from the students. The technique is based on principles such as (1) Student probably know a lot more than we may give them credit for; (2) Starting with what they know is a productive way to begin new work; (3) Involving people in question-and-answer movement towards new discoveries is often more effective than simply giving ‘lectures’. According to Scrivener (2005: 99), there are three steps to eliciting. They are:

1. Researcher conveys a clear idea to the students, perhaps by using pictures, gestures or questions
2. They then supply the appropriate language, information, ideas, etc,
3. Researcher gives them feedback

By using eliciting, teacher would get advantages in teaching learning process. It also gave real effect on the outcomes of the lesson in terms of ideas, language and pace. So, elicitation technique was very appropriate to the students’ characteristic of class X Akuntansi 1.
METHOD

In this research, the researcher chose Tenth Grade students of Akuntansi 1. The number of the students were 36 students. All of them were girls. The researcher chose tenth grade of Akuntansi 1 class because the students’ interest to speak English was low and there was no attractive teaching learning process to improve it. The researcher’s reason for choosing tenth grade of Akuntansi 1 was based on observation and interview with the teacher. The students had low motivation to speak English in teaching learning process. They did not have any confidence to speak English and could not interact in communicative teaching learning process. This condition happened because they do not have chances to speak in appropriate and attractive teaching learning process. The students needed a new technique to improve their speaking skill, so Elicitation technique was an appropriate technique to improve students’ speaking skill.

In this research, the researcher used classroom action research. Classroom action research is the first and foremost situational, being concerned with identification and solution of problem in specific context. (Nunan, 1992: 18)

According to Wallace (1998:4), Action Research is a way of reflecting on your teaching (or teacher-training, or management of an English department, or whatever it is you do in ELT).

In this Classroom Action Research, the techniques of collecting the data were test and non test. The test was given before the action as pre-test, and after the action is as assignment and at the end of each cycle as post-test.
The non-test techniques of collecting data were observation, interview and documentation to collect the qualitative data.

This research used two techniques of analyzing data. They were Quantitative and Qualitative:

1. Quantitative Data

   The researcher gave some pictures to train students’ speaking skill. In this case, the researcher gave some pre-test and post-tests. Then, the researcher analyzed the results of the test to know whether there was an improvement of the student’s speaking skill or not.

   The mean of the pre-test and the post-test could be calculated with the formulas as follows:

   \[ X = \frac{\sum X}{N} \quad Y = \frac{\sum Y}{N} \]

   In which:

   \( \sum X \) = The sum of the students’ score before the action
   \( \sum Y \) = The sum of the students’ score after the action
   \( \bar{X} \) = Means of students’ score before the action
   \( \bar{Y} \) = Means of students’ score after the action
   \( N \) = Number of the student

   (Ary; Jacob; and Razaviech. 1979: 162)
2. Qualitative Data

In this research, the researcher used model of qualitative data analysis. Miles and Huberman (in Sugiyono, 2014: 430) described the interactive model of data analysis, as follow:

a. Data Collection

Data collection is all the data that is collected during the research, such as: the data about the school situation, the data about the students’ ability, the data about the teacher especially the English teacher, etc.

b. Data reduction

Data reduction refers to the process of selecting, focusing, amplifying, abstracting, and transforming the data that appear in written up field notes. Data reductions process continuous after field work, until a final report is complete.

c. Data display

Display is an organized assembly of information that permits conclusion drawing and action taking. Looking at display help us to understand, what is happening and to do further analysis or action based on the understanding.

d. Conclusion drawing/ verification

This activity is the third element of qualitative analysis. Conclusion drawing involves stepping back to consider what the analyzed data mean and to assess their implications for questions at hand.
Verification integrally linked to conclusion drawing, entails revisiting the data as necessary to cross-check or verifies these emergent conclusions. In this step, the data which have been displayed and linked is checked again to see systematic patterns and interrelationships between the data. The data are analyzed to make conclusion.

RESULT AND DISCUSSION

a. Result

This research conducted in class X Akuntansi 1 SMK Negeri Jumantono. The number of the students were 36 students. All of them were girls. The Research Implementation of teaching learning speaking using Elicitation Technique through Classroom Action Research included two cycles. Every cycle was held in two meetings. Each cycle consisted of a series of steps consisting of identifying the problem, planning the action, implementing the action, observing the action, reflecting the action, and revising the plan. The implementation of the cycles was held from January 2016.

Ur (1996: 135) provides five points as a rating the accuracy and five points as rating the fluency of English of second language learners. The students are tested on fluency and accuracy, and may get a maximum of five points on each of these two aspects, ten points in all.
The Scale of Speaking Test. Ur (1996: 135)

<table>
<thead>
<tr>
<th>Accuracy</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little or no language produced</td>
<td>1</td>
</tr>
<tr>
<td>Poor vocabulary, mistakes in basic grammar, may have very strong foreign</td>
<td>2</td>
</tr>
<tr>
<td>accent.</td>
<td></td>
</tr>
<tr>
<td>Adequate but not rich vocabulary, makes obvious grammar mistakes, slight</td>
<td>3</td>
</tr>
<tr>
<td>foreign accent.</td>
<td></td>
</tr>
<tr>
<td>Good range of vocabulary, occasional grammar slips, slight foreign accent.</td>
<td>4</td>
</tr>
<tr>
<td>Wide vocabulary appropriately used, virtually no grammar mistakes, native-like or slight foreign accent.</td>
<td>5</td>
</tr>
</tbody>
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<table>
<thead>
<tr>
<th>Fluency</th>
<th>Score</th>
</tr>
</thead>
<tbody>
<tr>
<td>Little or no language communication</td>
<td>1</td>
</tr>
<tr>
<td>Very hesitant and brief utterances, sometimes difficult to understand.</td>
<td>2</td>
</tr>
<tr>
<td>Gets ideas across, but hesitantly and briefly.</td>
<td>3</td>
</tr>
<tr>
<td>Effective communication in short turns.</td>
<td>4</td>
</tr>
<tr>
<td>Easy and effective communication, uses long turns.</td>
<td>5</td>
</tr>
</tbody>
</table>

After the researcher analyzed the result of the research such as: field notes, observation, interview, and score of pre-test and post-test, and lesson plan, it showed that there were some improvements.
b. **Discussion**

According to Brown (2000: 271), there were six categories applied to the kinds of oral or speaking production that students were expected to carry out in the classroom, they were; Imitative, Intensive, Responsive, Transactional, Interpersonal and Extensive.

In this research, the researcher focused on the Imitative, Intensive and Responsive. The minimum responded of students were Imitative. It was very limited portion of speaking. More than that, Intensive speaking was gone one step beyond than Imitative. The students could practice some phonological or grammatical aspect of language. Responsive speaking was better than Imitative and Intensive. Students gave short replies, comments and made a good communication.

The implementations of teaching learning process through Elicitation technique was to improve the students’ speaking skill. According to Scrivener (2005: 99), eliciting means drawing out information, language, ideas, etc. from the students. It was a technique based on the principles, those are: 1) Students probably knew a lot, more than we might give them credit for, 2) The Students started with what they know was a productive way to begin the new work, 3) Involving people in a question-and-answer movement towards new discoveries was often more effective than simply giving by the lectures.

The students were able to get what they knew; it could be shown when the students chose in which part they would describe and the researcher gave guidance of the students’ mind in to speak out. The students were able to speak
what ideas on their mind, then they arranged into correct grammatical and clear pronunciation, so they could speak clearly.

Based on the explanation above, the researcher concluded that Elicitation technique was the best technique to teach English speaking skill. After the implementing of the Elicitation technique, the students mean score of speaking and the students’ motivation were increased. So, Elicitation technique was appropriate and useful to improve students’ speaking skill, actually for the X Akuntansi 1 of SMK Negeri Jumantono.

In General, the students were encouraged to join the learning process. They made some progress as well as improving speaking skill of English. When the researcher implied Elicitation technique, this technique improved the students’ self-confidence and getting ideas to speak easily. However, the researcher needed more preparation if he wanted to use this technique. The results of Pre-test and post-test 1 had an improvement in speaking skill. By using this technique the students’ speaking skill improved significantly.

<table>
<thead>
<tr>
<th>The mean of pre-test</th>
<th>The mean of post-test 1</th>
<th>The mean of post-test 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>4,02</td>
<td>5,86</td>
<td>7,86</td>
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**The Improvement of Students’ Mean Score**
CONCLUSION

Based on the result of the research, the researcher could draw the conclusion considering the improving speaking skill using Elicitation technique at the tenth grade students of SMK Negeri Jumantono 2015/2016 Academic years.

Elicitation technique could improve students’ speaking skill of the tenth grade students of SMK Negeri Jumantono in academic year 2015/2016, especially class X Akuntansi 1. It could be seen from the students’ achievement in score test. The comparison was among the mean score of pre-test, post test 1, and post test 2. It could be said that there were improvements of students’ speaking skill because the mean of post test 1 in cycle one (5.86) was higher than the mean of pre test (4.02) and the mean of post test 2 in cycle two (7.86) was higher than the mean score of post test in cycle one. It means that there was significant difference.

The implementation of Elicitation technique in students’ speaking skill of tenth grade students of SMK Negeri Jumantono in academic year 2015/2016, especially class X Akuntansi 1 showed some progress during the teaching learning process. The students had a good responses during the implementation of Elicitation technique. They tried to speak actively. It could be known when the researcher elicited them by using gestures, W-H Questions, they would speak to make a good communication. The classroom condition became more spirit, active, and effective in teaching learning speaking process.

After the researcher analyzed the data, he concluded that Elicitation technique could improve students’ speaking skill at the tenth grade students of SMK Negeri Jumantono in Academic Year 2015/2016.
REFERENCES


