



1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. The Theoretical Framework

1. The Nature of Speaking Ability

The term speaking has several meanings. Thornburry (2005: 8) says that speaking is a speech production that becomes a part of our daily activities. Most of speaking activities are in the form of face-to-face dialogs; therefore speaking involves interaction. While Harmer (2007: 123) states that there are three main reasons for getting students to speak English in the classroom. Firstly, speaking activities provide practice opportunities in real-life speaking in the classroom. Secondly, speaking tasks in which students try to use any or all of the language they know to provide feedback for both teacher and students. Third, the more students have opportunities to activate the various elements of language they have stored in their brain, the more automatic their use of these elements will be.

According to Bailey and Savage in Marianne Celce-Murcia (2001: 103), speaking is an activity which requires the integration of many subsystems. Speaking is seen as the central skill. In other words, speaking is the basic important skill to be learnt and integrated into other skills of English. Speaking is a productive skill that can be directly and empirically observed (Brown, 2003: 140). It means speaking is a skill that can be seen

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

and practiced directly and objectively. In conclusion, speaking is a tool that is used to communicate in daily life. The students can express their idea easily when they are speaking, if they know what they want to speak.

Broughton and Friends (2003: 76) state that,

“The speech Produced by the student should be tightly controlled at first by the teacher, then as progress is made there should be less rigorous, guidance, culminating in situation where the student is free to produced utterances appropriate to the situation.”

From the quotation above, the writer concludes that teacher controls the student’s speech first, then let the student produce his or her own utterances as the progress.

According to Bygate in Knapp and Seidlhofer (2009: 401), Speaking is not necessarily an easy part of language learning. People might read and write quite effectively, and learn successfully through the written word, but the ability to speak does not always follow. In some ways, speaking is a different kind of arrangement with the foreign language, and it requires different kinds of learning activity. On the other hand, in teaching speaking skill needs any kind of learning activities because speaking is a crucial part in language learning. Bygate adds his statement that teachers can exploit speaking to obtain direct evidence of learner uptake and of any need for correction. Hence, it has often been used as the default medium for learning and teaching. At the same time, speaking is also highly enmeshed in an individual’s expressions of personal identity (Knapp and Seidlhofer, 2009: 401). In other words, teacher teaches the students uptake hard so that the students

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

are able to do speaking and match it to their individual's expressions of personal identity.

According to Hornby, ability is defined as the fact that somebody or something is able to do something; a level of skill or intelligence (Hornby, 2000: 2). It can be said that speaking ability is the ability of person to express his/her ideas, feeling, or something in his/her mind to others. Everybody has to know about the rules of speaking, when someone who has mastered the rules of speaking, he/she will not have any difficulties to express his/her ideas, thought, and feeling. It can be practiced in his/her daily life, making conversation with friends, or conveying English speech in front of class.

Brown states that there are five types of basic speaking (Brown, 2003: 141), they are:

- a. Imitative: It means that the ability to simply imitate a word or phrase or possibly a sentence. Imitative speaking type is purely phonetic level of oral production, a number of lexical, and grammatical properties of language may be included in the criterion of performance.
- b. Intensive: It means that the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationship.
- c. Responsive: It includes interaction and comprehension but it is limited level of very short conversations, standard greetings and small talks, simple requests and comments, and the like.



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- d. Interactive: The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.
- e. Extensive: It includes speeches, oral presentations, and storytelling, during which the opportunity for oral interaction from listeners is either highly limited or ruled out altogether.

In this research, speaking ability is the ability of the students in using English as the second language that they learn for their communication activities and interaction orally. The students' ability will be measured by using speaking assessment. The researcher will assess the students' speaking ability by using structural approach, in which the students are asked to do a particular oral task individually. The assessment of speaking consists of 5 competencies. They are accent, grammar, vocabulary, fluency, comprehension.

2. The Macro and Micro Skill of Speaking

a. Macro skill

According to Sharma (2010: 5), here are the skills that should be implemented in speaking activities:

- 1) Appropriately accomplish communicative functions according to situations, participants, and goals.
- 2) Use appropriate styles, registers, implicative, redundancies, pragmatic conventions, conversion rules, floor keeping and

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilang mengumumkan dan mempertanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

yielding, interrupting, and other sociolinguistic features in face-to-face conversations.

- 3) Convey links and connections between events and communicate such relations as focal and peripheral ideas, events and feeling, new information and given information, generalisation and exemplification.
- 4) Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language.
- 5) Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

b. Micro skill

In Speaking, there are some skills that are categorized as micro skills where the speaker has to (Carol J. Orwig 1999: 23):

- 1) Pronounce the distinctive sounds of a language clearly enough so that people can distinguish them. This includes making tonal distinctions.
- 2) Use stress and rhythmic patterns, and intonation patterns of the language clearly enough so that people can understand what is said.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- 3) Use the correct forms of words. This may mean, for example, changes in the tense, case, or gender.
- 4) Put words together in correct word order.
- 5) Use vocabulary appropriately.
- 6) Use the register or language variety that is appropriate to the situation and the relationship to the conversation partner.
- 7) Make clear to the listener the main sentence constituents, such as subject, verb, object, by whatever means the language uses.
- 8) Make the main ideas stand out from supporting ideas or information.
- 9) Make the discourse hang together so that people can follow what you are saying.

3. The Speaking Assesment

As a productive skill, speaking can be empirically and directly observed. The basic problem in assessing speaking is the same as assessing writing skill. It would be set tasks that form a representative sample of population of oral tasks that we expect the candidates to be able to perform. The tasks should elicit behavior with truly represents the candidates' ability and which can be scored and reliably.

In assessing the students' speaking skill, some experts have formulated the categories related to the components of speaking. Below is the speaking proficiency of students (Hughes, 2005: 131-132):

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

a. Accent

1. Pronunciation frequently unintelligible
2. Frequent gross error and very heavy accent make understanding difficult, require frequent repetition
3. “Foreign accent” requires concentrated listening, and mispronunciation lead to occasional misunderstanding and apparent errors in grammar or vocabulary
4. Marked “foreign accent” and occasional mispronunciations which do not interfere with understanding
5. No conspicuous mispronunciations, but would not be taken for a native speaker
6. Native pronunciation, with no trace of “foreign accent”

b. Grammar

1. Grammar almost entirely inaccurate except in stock phrases
2. Constant errors showing control of very few major patterns and frequently preventing communication
3. Frequent errors showing some major pattern uncontrolled and causing occasional irritation and misunderstanding
4. Occasional errors showing imperfect control of some patterns but no weakness that causes misunderstanding
5. Few errors, with no patterns of failure
6. No more than two errors during the interview

c. Vocabulary

1. Vocabulary in adequate for even the simplest conversation
2. Vocabulary limited to basic personal and survival areas (time, food, transportation, family, etc)
3. Choice of words sometimes inaccurate, limitation of vocabulary prevent discussion of some common professional and social topics
4. Professional vocabulary adequate to discuss special interest, general vocabulary permits discussion of any-technical subject with some circumstances
5. Professional vocabulary broad and precise, general vocabulary adequate to cope with complex practical problems and varied social situations
6. Vocabulary apparently as accurate and extensive and extensive as that of an educated native speaker

d. Fluency

1. Speech is so halting and fragmentary that conversation is virtually impossible
2. Speech is very slow and uneven except for short of routine sentences

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

2. Dilang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

3. Speech is frequently hesitant and jerky, sentences may be left uncompleted
4. Speech is occasionally hesitant, with some unevenness caused words
5. Speech is effortless and smooth, but perceptively non-native in speed and evenness
6. Speech on all professional and general topics as effortless and smooth as a native speaker

e. Comprehension

1. Understands to little for the simplest type of conversation
2. Understanding only slow, very simple speech on common social and touristic topics, requires constant repetition and rephrasing
3. Understands careful, somewhat simplified speech when engaged in a dialogue, but may require considerable repetition and rephrasing
4. Understand quite well normal educated speech when engaged in a dialogue, but requires occasional repetition or rephrasing
5. Understand everything in normal educated conversation except for very colloquial or low-frequency items, or exceptionally rapid or slurred speech
6. Understanding everything in both formal colloquial speech to be expected of an educated native speaker

English in Indonesia is as a foreign language, the score levels given to the students are from level 1 to level 5 (Arikunto, 2009: 245). The table below is the description of the score (Arikunto, 2009: 242-243):

Table II.1
The Classification of Speaking Ability

No	Level	Score	Category
1	Level 1	81 – 100	Very Good
2	Level 2	61 – 80	Good
3	Level 3	41 – 60	Enough
4	Level 4	21 – 40	Less
5	Level 5	0 – 20	Poor

By using the scale 1-100, it is possible to do assessment more clearly because there is intact number 100. For example score 5.5 and 6.4



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

in the scale 1-10 that usually becomes 6, in the scale 10-100 can be written with 55 and 64.

4. The Students' Speaking Ability

Speaking is either as interaction or social interactions based on activity. It is also the active and productive skill. It takes place when the speaker can use sentence orally in social interactions. The ability is the fact that something is able to do something (Hornby, 2000: 2). In other words, students' speaking ability is a competency of the students to express their ideas, opinions, or feelings in oral communication.

Speaking can be described as the ability of persons to express their ideas, feelings, or something in their mind to the others by using the spoken language. It also measures the ability of mastering the language. Kalayo and Fauzan (2007: 101) said:

Many language learners regard speaking ability as the measure of knowing a language. These learners define fluency as ability to converse with others, much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill they can acquire, and they assess their progress in terms of their accomplishment in spoken communication

In short, it can be said that speaking is a complex skill requiring the simultaneously different abilities, which often develops at different rates. In conclusion, speaking ability is difficult and complex skill to be learned especially for foreign language students, there are many different abilities included in this skill.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

Speaking is a productive skill that can be directly empirically observed (Brown, 2003: 140). Furthermore, Huges states that there are three general formats of testing speaking (2005: 104-105), they are:

- a. Interview: The most obvious for the testing of oral interaction is the interview. Interview is a testing situation in which the tester and the testee carry on a conversation. The tester generally has a list of questions to ask the testee. Then the interviewer assesses the language proficiency of the testee.
- b. Interaction with peers: In this formats, two or more candidates may be asked to discuss a topic, make a plan, a quiz to work on together, a puzzle to work out, or a task. The point of these is not to find the right answer, but to stimulate speech for the tester to evaluate.
- c. Response to tape-recorder: This format is presenting all the candidates only with same audio or video tape-recorded stimuli. There can also be economy where a language laboratory is available, since large numbers of candidates can be tested at the same time.

In addition, Weir stated that one of the ways to test speaking ability is oral presentation task. This task that is also known as “individual long turn” or “monologic” task has become an established format of spoken language tests. Here, the students are expected to give a talk on a topic in which they have been asked to prepare before and have been informed shortly before the test. The advantage of this method is one speaker produces a long turn alone, without interacting with other speaker, so that



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

the speaker's performance will not be affected by the others' (IELTS Research Report Volume 6. www.ielts.org. 2003: 4).

5. The Factors that Influence Students' Speaking Ability

There are some affective factors in language acquisition. One of language acquisitions is speaking ability. Students' speaking ability can be influenced by self-esteem, willingness to communicate, inhibition, risk taking, anxiety, and empathy (Brown, 2007: 154 – 167)

a. Self-esteem

Self-esteem is the most pervasive aspect of any human behavior. It could easily be claimed that no successful cognitive or affective activity can be carried out without some degree of self-esteem, self-confidence, knowledge of yourself, and self-efficacy – believe in your own capabilities to successfully perform that activity (Brown, 2007: 154). The students have to reward themselves to increase their speaking ability. Believing their self can improve their self confidence in creating ideas about the topic being discussed orally. The students have also to believe with their capabilities in making a spoken language in the classroom.

b. Willingness to communicate

According to MacIntyre in Brown (2007: 157), Willingness to communicate may be defined as an underlying continuum representing the predisposition toward or away from communicating,

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

given the choice. This means that inside the students, there are two options of attitude that must be chosen to their learning in speaking activity. These options are willing to communicate or participate in the activities or just silent by doing nothing.

c. Inhibition

Every student has his/her own inhibition in learning speaking. The students have their own mental development. The students begin their understanding of themselves; build sets of defenses to protect the ego (Brown, 2007: 157). The newborn baby has no concept of its own self. In childhood, the growing degrees of awareness, responding, and valuing begin to create a system of affective traits that individuals identify with themselves. In adolescent, the physical, emotional, and cognitive changes of the preteenager and teenager bring on mounting defensive inhibitions to protect a fragile ego, toward ideas, experiences, and feelings.

d. Risk taking

Risk taking is an important characteristic of successful learning of a second language. Learners have to be able to gamble a bit, to be willing to try out hunches about the language and take the risk of being wrong (Brown, 2007: 160). Beebe in Brown (2007: 160) described some of the negative ramifications that foster fear of risk taking both in the classroom and in natural settings. “in the classroom, these ramification might include a bad grade in the course, a fail on

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

the exam, a reproach from the teacher, a smirk from a classmate, punishment or embarrassment imposed by oneself. Outside the classroom, individuals learning a second language face other negative consequences if they make mistakes. They fear looking ridiculous, they fear the frustration coming from a listener's blank look, showing that they have failed to communicate, they fear the danger of not being able to take care of themselves, they fear the alienation of not being able to communicate and thereby get close to other human beings. Perhaps worst of all, they fear a loss of identity.

e. Anxiety

Anxiety in speaking is one of many factors that influences speaking ability; the students cannot express their ideas through speaking. According to Spielberger in Brown, anxiety is as the subject feeling of tension, apprehension, nervousness, and worry associated with an arousal of the autonomic a nervous system (2007: 161). In other words, anxiety in speaking becomes the big barrier for the students in speaking, but the teacher can organize and solve the anxiety problem, then the students' ability in speaking can be optimized.

f. Empathy

Empathy is the process of "putting yourself into someone else's shoes," of reaching beyond the self to understand what another person is feeling (Brown, 2007: 165). It is probably the major factor in the

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

harmonious coexistence of individuals in society. Language is one of the primary means of empathizing, but nonverbal communication facilitates the process of empathizing and must not be overlooked. Brown also said that empathy is usually described as the projection of one's own personality into the personality of others in order to understand them better (2007: 165).

6. The Elicitation Technique

According to Scrivener (2012: 98), eliciting means drawing out information, language, and ideas from the students rather than having the teacher gives them. It means that it leads to greater students' involvements toward making discoveries for themselves. The teacher introduces a picture about a topic then gives them questions. The use of picture is to encourage students' activeness in participating the classroom activity.

a. Procedure of applying elicitation technique

The processes of implementing this technique according to Scrivener (2012: 98) are as follows:

- 1) Teacher conveys a relevant learning topic to be presented to the students
- 2) The teacher uses a picture to make the topic clearer
- 3) The teacher gives gestures to encourage students' feedback on the pictures presented
- 4) Teacher then asks a question to the students regarding the topic

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- 5) Teacher gives turn to the other students to give different answer about the question
- 6) Teacher will compare the answers of the students and point out the mistakes or completed the missing information from the students' answers

b. The Advantages and Disadvantages of Elicitation Technique

According to Doff in Sasmita (2013), there are some advantages in implementing elicitation technique, they are:

- 1) Elicitation technique makes the students become more active because it increases students' talk time.
- 2) Elicitation technique maintains students' attention
- 3) Elicitation technique draws on what students already know or partly know.
- 4) Elicitation technique provides weaker students with opportunities to participate in the class and motivate students to learn.

While there are also disadvantages in implementing elicitation technique, they are:

- 1) Eliciting can be time consuming
- 2) One student can dominate answering your elicitation questions
- 3) Elicitation can become automatic
- 4) Eliciting can be met by silence
- 5) The language of elicitation is not like normal communication



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- 6) Eliciting can get boring/ repetitive

(<https://www.usingenglish.com/articles/advantages-disadvantages-elicitng-in-efl-classroom.html>)

B. The Relevant Research

According to Syafi'i (2013: 103), relevant research is required to observe some previous researches conducted by other researchers in which they are relevant to the research you are conducting. There are many researchers which have done the study about elicitation technique. They conducted their research successfully and it affects good result to the students' achievement in learning. Below are the findings:

Siti Nafiatun (2013) conducted a research entitled "the use of elicitation technique of learning to improve students" speaking ability (classroom action research at second grade of smk diponegoro salatiga)." She found that the students' ability increased after being taught by using elicitation strategy. It was proven by the increasing of the students' average score where the score of the students in speaking test increased around 8.9% after getting elicitation technique in their learning and teaching process.

Moreover, Nguyễn Thanh Thúy (2011) carried out a research entitled "the exploitation of eliciting techniques by fourth-year students in their teaching practicum at English division i, Faculty of English Language Teacher Education, University of Languages and International Studies – Vietnam National University" he stated one of the major find of his research are all of



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

the student-teachers believed in the necessity of elicitation since it brought remarkable benefits for them. The majority of the student-teachers agreed that elicitation helped them check students' understanding of the presented points as well as the students' level of background knowledge, skills, vocabulary, etc, this it assisted the student-teachers in preparing for appropriate materials and target knowledge for students to access.

C. The Operational Concept

Operational concept is the concept used to clarify the theories used in this research in order to avoid misunderstanding and misinterpretation. In order to clarify the theories used in this research, the researcher would like to explain briefly about variable of this research. This research is experimental research in which focuses on the effect of using elicitation technique on students' speaking ability at the second year of State Senior High School of 1 Sentajo Raya Kuantan Singingi Regency.

Therefore, it is necessary to clarify the variables used in analyzing the data. There are two variables used. The first is using elicitation technique which refers to the teacher's strategy in teaching speaking. The second is students' ability in speaking. Using elicitation technique is an independent variable (X) and speaking ability is a dependent variable (Y). To operate the investigation on the variable, the researcher worked based on the following indicators:

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

1. The Indicators of Variable X

The treatment was conducted for experimental group only. The treatment used elicitation technique in teaching students' speaking. There are some procedures of elicitation technique in learning process, they are:

- a) The teacher conveys a relevant learning topic to be presented to the students
- b) The teacher uses a picture to make the topic clearer
- c) The teacher gives gestures to encourage students' feedback on the pictures presented
- d) Teacher then asks a question to the students regarding the topic
- e) Teacher gives turn to the other students to give different answer about the question
- f) Teacher will compare the answers of the students and point out the mistakes or completed the missing information from the students' answers
- g) Teacher moves to the next activities of teaching and learning such as game, presentation, and group activity
- h) When the activity of learning is in progress, the teacher slips a question in order to acquire feedback on lesson being learnt
- i) Teacher will give appropriate reply to support the answers of the students

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:

a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.

b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilarang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

- j) When the teaching and learning process almost end, teacher asks questions to the students which are related to the current topic or lesson and the topic of the next meetings
- k) Teacher decides whether immediately reply or give feedback about the students' answer or postpone the reply or feed back to let them search the answer of the question before the next meeting

2. The Indicators of Variable Y

The followings are the indicators stated by Brown (2003: 157) indicating that one can be called having a speaking ability. They are as follows:

- a) Pronunciation, the way for students to produce clearer language when they speak. It deals with the phonological process that refers to the component of a grammar made up of the elements and principles that determine how sounds vary and pattern in a language. Pronunciation is the way to speak a language and a way in which a word is pronounced
- b) Grammar, the grammar of a language is the description of the ways in which words can change their forms and can be combined into sentences in that language
- c) Vocabulary, One cannot communicate effectively or express their ideas both oral and written form if they do not have sufficient vocabulary. It indicates that the richness of vocabulary will extremely



Hak Cipta Dilindungi Undang-Undang

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.
2. Dilang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

affect one's ability to speak a language. So, vocabulary means the appropriate diction which is used in communication..

- d) Fluency, fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. Signs of fluency include a reasonably fast speed of speaking and only a small number of pauses and “ums” or “ers”. These signs indicate that the speaker does not have spend a lot of time searching for the language items needed to express the message
- e) Comprehension, oral communication certainly requires a subject to respond to speech as well as to initiate it

D. The Assumption and Hypothesis

1. The Assumption

Before formulating the hypothesis, the writer would like to present some assumption about this study as follows:

- a. The students' ability in speaking is various.
- b. Teaching speaking by elicitation technique can influence the students' ability in speaking.
- c. The effect of using interview strategy will be better for students' speaking ability.

Based on the theories and explanation above, the writer has assumption. Elicitation technique is assumed to contribute the significant effect on the students' ability in speaking.

**Hak Cipta Dilindungi Undang-Undang**

1. Dilarang mengutip sebagian atau seluruh karya tulis ini tanpa mencantumkan dan menyebutkan sumber:
 - a. Pengutipan hanya untuk kepentingan pendidikan, penelitian, penulisan karya ilmiah, penyusunan laporan, penulisan kritik atau tinjauan suatu masalah.
 - b. Pengutipan tidak merugikan kepentingan yang wajar UIN Suska Riau.

2. Dilang mengumumkan dan memperbanyak sebagian atau seluruh karya tulis ini dalam bentuk apapun tanpa izin UIN Suska Riau.

2. The Hypothesis

Based on the assumption above, there are two hypotheses of this research can be forwarded as follows:

Ha_1 : There is a significant difference between students' speaking ability taught by using and without using Elicitation technique at State Senior High School 1 Sentajo Raya Kuantan Singingi Regency.

Ho_1 : There is no significant difference between students' speaking ability taught by using and without using Elicitation technique at State Senior High School 1 Sentajo Raya Kuantan Singingi Regency.

Ha_2 : There is a significant effect of using elicitation tecniue on the students' speaking ability at State Senior High School Sentajo Raya Kuantan Singingi Regency.

Ho_2 : There is no significant effect of using elicitation tecniue on the students' speaking ability at State Senior High School Sentajo Raya Kuantan Singingi Regency