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The Effect Of Elicitation Technique In Students' Speaking Achievement At SMA Swasta HKBP Sidorame Medan

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Abstrak

Tujuan dari penelitian ini adalah untuk mengetahui pengaruh teknik elisitasi dalam meningkatkan prestasi berbicara siswa. Penelitian ini dilakukan di SMA HKBP Swasta HKBP Sidorame, Jalan Dorowati Lorong gereja No.35 Medan. Populasi penelitian ini adalah siswa kelas XI tahun pelajaran 2022/2023. Ada 2 kelas yang terdiri dari 14 siswa. Sampel terdiri dari 28 siswa yang diambil dengan menggunakan teknik random sampling. Sampel dibagi menjadi 2 kelas, kelompok eksperimen yang terdiri dari 14 siswa (XI IPA) diajar dengan menggunakan teknik elisitasi dan kelompok kontrol yang terdiri dari 14 siswa (XI IPS) dengan menggunakan teknik guru. Instrumen pengumpulan data adalah tes berbicara. Setiap kelompok diberikan pre-test dan post-test. Hasil penelitian ini menunjukkan bahwa t-test (3,018) lebih tinggi dari t-table (2,056) dan derajat kebebasan (df) adalah 26. Hipotesis akhir menunjukkan bahwa H0 ditolak dan Ha diterima. Artinya ada pengaruh yang signifikan dari teknik elisitasi dalam meningkatkan prestasi berbicara siswa

Kata Kunci: *Teknik elisitasi, pengajaran berbicara.*

Abstract

The objective of this research was to find out the effect of elicitation technique in improving students' speaking achievement. This research was conducted at SMA HKBP Swasta HKBP Sidorame, Jalan Dorowati Lorong gereja No.35 Medan. The population of this research was the XI grade students of the academic year 2022/2023. There were 2 classes consisting of 14 students.

The sample consisted of 28 students were taken by using random sampling technique. The sample is divided into 2 classes, the experimental group which consisted of 14 students (XI IPA) taught by using elicitation technique and the control group consisted of 14 students (XI IPS) by using teacher technique. The instrument of collecting data was a speaking test. Each group was given a pre-test and post-test. The result of this research showed that t_{observed} (3.018) was higher than t_{table} (2.056) and degree of freedom (df) was 26. The final hypothesis showed that H_0 was rejected and H_a was accepted. It means that there was a significant effect of elicitation technique in improving students speaking achievement.

Keywords: *Elicitation technique, teaching speaking.*

PENDAHULUAN

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 fulfill the curriculum goal and generally they communicate bahasa in teaching. The teacher had no time to attention on speaking achievement. 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. 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

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.

METODE PENELITIAN

In this research the researcher used experimental research. According to Creswell (2016), "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. 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. In this research the sample is student at sma swasta hkbp sidorame that is eleventh grade. To collect the data, the researcher use an instrument that is picture as a speaking test. Then, the result will be count by formula:

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

Where, r = The coefficient of reliability, N = Number of students, $\sum x$ = The total of the score x , $\sum y$ = The total of the score y .

HASIL DAN PEMBAHASAN

It was found that the treatment to the experimental group by using elicitation technique significantly affect the student achievement in speaking English. It can be seen from the difference of mean score from experimental group and control group based on the calculation, the mean score of the experimental group was higher than control group and the result t-test (t-calculated), was higher than the table at the level of significance $p = 0,05$ ($3.180 > 2.056$). It means that there is a significant difference between experimental group and control group the treatment conducted in experimental group was better than control group. Based on the data finding from the test, it shows that elicitation gives a positive effect toward students critical thinking in speaking. There are some reason that leads students' confidence improved when they were tough through elicitation technique as follows; elicitation technique leads the students to speak when researcher ask relate the topic of discussion with their own word. It is line with Dewey in Nydia (2018) who informed that the students learn to connect the material being discuss with their knowledge and environment, they will learn better. Then the second previous study by Farida Fatmawati (2016) with the title "teaching speaking by the use of Elicitation technique to the eighth Grade students Of SMPN 1 Bangsri Jepara," this research also shown that there is significant between teaching speaking English by using elicitation technique. The third previous study by Litawati (2017) with the title "The effect of elicitation techniques on teaching speaking of grade 5 of elementary school" this research shown that there is significant in teaching English by using elicitation technique. The fourth previous study Suci Rahmadani (2017) with the title "The effect of applying Elicitation technique on the students' speaking achievement" this research also shown that there is significant between teaching elicitation technique in students' speaking achievement. The fifth previous study is Ratih Kumala Sari (2018) with the title "improving students' speaking achievement through elicitation technique" this is also shown that there is significant between using elicitation technique for teaching speaking English. The novelty of this research is by using elicitation technique is using all the things around the class and the equipment that you have to encourage students to speak. Furthermore, students also have opportunity to force their brain to deliver some question toward the problem they have

because through asking question activity the student find the information about the material and develop their awareness.

SIMPULAN

Based on the research finding the research concludes that there is a significant effect of using elicitation technique on student speaking. This can be seen the higher score of experimental group was the score was 25 importance Meanwhile the highest score of control group was 87 and lower score was 30 in post-test. It is shown by the result of the data analysis. The calculation showed the t-observed value was higher than t-table at $p = 0,05$ (hhs) with the degree of freedom (df) = 28. Thus, the null hypothesis (H_0) is rejected and consequently the alternative hypothesis (H_a) is accepted. This mean that elicitation technique significantly affect students speaking than teacher technique. Therefore the alternative hypothesis formulated as there is significant effect of using elicitation technique on students speaking achievement is accepted.

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