

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, identification of the problems, scope of the study, research objectives, and significance of the study. Background of the study covers the general case of this study. Identification of problems covers the main problems faced by the learners. Scope of the study covers the limitation of this study. Research problems mainly discusses about the research questions in this study. The objective of this study focuses on the purpose of this study and significance of the study covers the important of this study in field of education.

1.1 Background of the Study

In everyday life people speak to show what they want to share or express about their ideas. Patel and Jain (2008) state that “the primary functions of language are communication, self-expression, and thinking”. Hence, it is obvious that language is a means of communication. For a learner to master a language well, she/he must be able to speak that language. In order to speak that language the learners should be able to use the language for communication. It makes speaking become important to communicate.

Speaking is deemed to be the most important skill that must be mastered well in learning a new language. For most people, mastering speaking skill is the single most important aspect of learning a foreign language and success is measured in terms of the ability to carry on a conversation in that language (Nunan, 1991, p. 39). Thus, the way of learning how to speak foreign language can be different in other countries.

Especially in Indonesia where English is not widely spoken by the students, the students learn English in school as the foreign language Husna & Amri (2018). The students as EFL learners commonly learn English in the junior high school where they can learn English intensively in the formal way. Based on the preliminary observation in the seventh grade and the eighth grade students in SMPN 5 Singaraja, many of the students were still lack of proficiency in speaking and the teachers taught the students carefully. It indicates that the students learn English in junior high school intensively for the first time. The observation reveals, there were 3 major problems which were faced by the students in learning English, especially in speaking skill.

The students were commonly demotivated when they had to speak in the classroom. It was seen from the way of the students hiding when the teachers asked them to raise their hand. The students in the seventh grade were afraid when they had a chance to speak in the classroom or answer the questions from the teachers. The interview revealed, the main reason of that was being afraid of making any mistakes which made them shy if their friends knew their imperfection in speaking.

Moreover, the activities were mostly conducted in groups which made the students lack of chance to speak in the classroom. The task which was given by the

teachers mostly focus on writing and reading. The result was represented with some students in one group which made the other students did not get an adequate chance to speak. It was aggravated with the limited time given by the teachers for conducting the learning process. This made the students lose their time to express their idea through speaking, during the learning process.

Further, this was heightened when the students preferred to use their mother tongue instead of English when they got chance to speak in the classroom. It happened when the students did not master vocabulary well. They wanted to speak about something that they did not know the words. The students also did not understand how to apply correct grammar in their utterance. Thus, they preferred to speak it by using their first language.

The major problems in preliminary observation faced by the students in speaking skill are inhibition, low participation, and mother tongue use (Ur, 2009). Inhibition means the students are afraid of making mistakes in the classroom. Low participation commonly happened in group activities when the students have limited time to speak. Afterwards, the students preferred mother tongue use because of certain reasons. These are the main problems for the students to speak English naturally.

To avoid the students use their mother tongue, feel afraid of making mistakes, and encourage them to participate actively in the classroom, one of the ways that teachers do is gave some questions to the students. The questions can be different depends on the level of the students skill and knowledge in speaking English. It

means that there are many variations of questions which was applied by the teachers. The questions used to apply by the teachers to give the equal chance for the students to speak in English. Further, the teachers gave the chance to the students in case the teachers wanted to give the exposure experiences for the students to speak English more in the classroom. Likewise the teachers let the students used to speak English naturally in the classroom. Those questions are well- known as elicitation techniques.

Elicitation techniques can be considered a way for teachers to stimulate their students to talk in the classroom (Doff, 1998, as cited in Huyen, 2006). Elicitation technique or elicitation procedure is defined by Richards and Schmidt (2010: 191) as any technique or procedure that is designed to get a person to actively produce speech or writing, for example asking someone to describe a picture, tell a story, or finish an incomplete sentence. Elicitation describes various procedures that allow the teacher to get students to provide information rather than give it to them. The teachers can get ideas, feeling, meanings, situations, etc. According to Usman, et al, (2018:56), the use of elicitation in speaking class is aimed at motivating the students to speak and train their use of vocabulary, grammar, pronunciation, and fluency.

In SMPN 5 Singaraja where this study was conducted, the preliminary data showed that the teachers implement elicitation techniques to stimulate the students to speak especially in four basic skills which are listening, speaking, reading and writing. In the reading skill, the teachers wrote a passage in the white board, then the teachers asked students one by one to read it aloud sentence to sentence then there are some questions which was provided by the teachers related to the passage it is usually

asked about what is the topic and where the settings takes place. In writing, the teachers used to invite the students randomly to write the possible answer from the passage which were wrote by the teachers, furthermore all students spoke it together in here mostly yes or no questions used by the teachers to ask whether the students understand the meaning of some difficult words. In speaking skills the teachers used to ask and invite the students to ask some questions, which is related to the material. Most of the time WH questions are the most frequent questions which were used by the teachers. The last, in listening skill the students were elicited to get used to listen the teachers speak English in the classroom. Descriptive text was spoken by the teachers then there were some choice questions that implemented by the teachers to reconfirm what the students heard before which is related to the passage.

For EFL learners, mastering English is more difficult and challenging. The teachers already considered to teach the students with some techniques called as elicitation techniques. When the teacher can encourage the students to speak it can motivate them to be brave to speak English and participate well in the classroom.

1.2 Identification of Problems

Nowadays, mastering speaking is one of the indicators for the students whether they are able to master foreign language or not. Mastering speaking skill for implementing in real communication can be hard for the students in which their country do not use English as their first language, especially in Indonesia where the students commonly had their different languages in different area.

Based on the preliminary observation there were some identification problems which were discovered and became the focus of this study; (1) the use of group activities in the learning process sometimes made the students did not have any chance to speak because only representative in each group delivered the result to the others. (2) The students often felt afraid when they had to speak in the classroom because they were afraid that their friends knew about their imperfection in speaking. (3) The lack of mastering grammar structure and vocabulary use made the students prefer to use their mother tongue rather than English during the learning process.

To overcome those problems the teachers in SMPN 5 Singaraja already implemented some techniques to stimulate the students to speak English in the classroom. The techniques itself well-known as elicitation techniques.

1.3 Scope of the Study

This study was conducted in SMPN 5 Singaraja. There were two teachers as the subject of this study in two different classes. This study were focused on discovering the elicitation techniques which implemented by the teachers during the teaching and learning process in SMPN 5 Singaraja. Then, the implementation of elicitation techniques by the teachers, and how students' responses to the implementation of elicitation techniques which was implemented by the teachers in the classroom.

1.4 Research Problems

As the previous research background, 3 main questions were provided. The research questions in this study are stated as follows:

- 1.1.1 What are the types of elicitation techniques implemented by teachers in eliciting students to speak in English in SMPN 5 Singaraja?
- 1.1.2 How are elicitation techniques implemented by teachers in eliciting students to speak in English in SMPN 5 Singaraja?
- 1.1.3 How do the students respond toward the elicitation technique employed by the English teacher?

1.5 Research Objectives

The purposes of this research are to describe the types of elicitation techniques which are already existed according to Cross (1992) there are 11 types of elicitation techniques then the implementation of elicitation techniques by the teachers would be observed in the classroom. Furthermore, how elicitation techniques are implemented by teachers in each segments would be the focused in this study, and involving the students to see their responses toward the elicitation technique which are implemented by the teachers to encourage them to speak in English in SMPN 5 Singaraja would conduct by inviting some representative.

1.6 Significances of the Study

The significance of this study is divided into two significance parts theoretical and practical significance.

1.6.1 Theoretical Significance

The result of the study expects to add theoretical insight about elicitation strategy that can be used in English classes. The data and information in this study also can give the contribution on development the knowledge about how to encourage students to speak English.

1.6.2 Practical Significance

1. Significance for Teacher

The result of this study is expected to give the teacher references about strategies that can be used to develop their teaching performance in the classroom especially for English class in eliciting the students to speak in English.

2. Significance for Students

The result of this study is expected to make the students are able to speak in English well and brave in answering every questions from the teacher. When the students can answer the questions from the teacher means that the students will participate actively and it is also avoid them feel anxious to speak in the class. This study is expected to discover the problems that commonly faced by the students since they are lack exposure in speaking English naturally. Elicitation techniques which were implemented

by the teachers proved that the chance can equally open for those students who are lack exposure to speak English.

3. Significance for Other Researchers

The result of this study is expected to provide first hand reference for other researchers who are interested in conducting a similar study about strategies used by EFL teachers in eliciting students to speak in English. Therefore, this study will give contribution to the field of education especially in teaching speaking in English.

4. Significance for Schools

This study is expected to become a reference for policy making in the level of school in the attempt to improve the quality of English language teaching in the school.

