

CHAPTER II

LITERATURE REVIEW

A. Theoretical Framework

1. The Definition of Speaking Skill

Speaking skills are the skills of using language to communicate using words spoken directly or communicating through social media to interact. Speaking is part of the four language skills of reading, writing, listening, and speaking, where all four skills are known as productive skills. The essence of speaking skills is to communicate orally speaking the most important part of learning, especially English lessons, communicating using a second language is clear and efficient contributing to the success of learning in schools. Because in the classroom students are required to always speak in expressing opinions. Speaking is something that must be mastered by students, especially in Senior High School students, because based on the 2013 Curriculum, students are required to be active in the classroom, including in English learning, students are required to use English during these class hours.

There are many things why people should talk to each other, the reasons for building and maintaining social relationships, by talking one can also describe a thing about animals, humans, and other objects as a topic of conversation. Clark and Clark (1977:3) defines that communicating is related to listening and speaking, when speaking people can express their thoughts through words and feelings, with the intention that they want others to be able to understand what they express. Speaking is a speech from our daily activities (Thornburry 2005:8). Speaking is an active interaction between the speaker and the listener that involves thoughts and emotions in speaking there are three areas of knowledge namely pronunciation, grammar, and vocabulary, this is the correct ability to use in speaking. Finocchiaro (1964:32) explains that there are six important things to consider in speaking skills. There are:

- a. Knowing what the learner wants to say
- b. Choosing the words they will use
- c. Choosing words that contain meaning
- d. Using the correct wording
- e. Ensuring appropriate words
- f. Placing the tongue and lips in certain positions to produce the appropriate tone.

Speaking is an interaction that builds a meaning that involves one being able to produce and receive then get information"(Burns & Joyce, 1997). Speaking is the first assessment in English language learning and every learning must speak in English. This statement means that the obligations, and tasks, of being learners must be followed in learning, although we still find some students who speak little or even passively in the classroom, it is due to many things including students being embarrassed when asked by their teacher to speak in front of the class, limited vocabulary they have and they are afraid to convey ideas.

2. The Concept of Speaking Skill

Speaking is communicating in ordinary voices, by pronouncing words using language, and expressing oneself with words, then a kind of making speech (Hornby, 2012:11). The definition above We can conclude that speaking is an important skill that we use in communicating using words, speaking is used to communicate with people in expressing ideas. (Harmer, 2001:86), English language skills require several elements to have, namely:

- a. Speech related to English speakers must be effective and able to use speech that is clear and clear, in the classroom a teacher must involve students in oral speaking activities aimed at improving their speech skill.
- b. An expressive device, the British change the tone and pressure of a certain part of speech, varying the volume and speed. In using this device can contribute to the skill in conveying meaning, in this case

students are expected to be able to convey expressions and emotions so that they can become effective communicators.

- c. Lexis and grammar, when we speak orally are characterized by the use of lexical phrases, in certain language functions. Therefore in learning activities the teacher must provide various phrases with different functions, for example, greetings, agreeing and disagreeing.
- d. Negotiation language, the effective benefit of using negotiation language is that the language we use can refer to the structure of what we say. When we speak we not only master the amount of vocabulary but we must also know the grammatical structure, so that what we convey can be accepted by who hears it. Speaking learning is a process to improve speaking skills, speaking skills we can start by learning to pronounce the language, then practice it without fear of being wrong. In this case the teacher can train students to speak orally. Below are the components in the analysis of the speaking process.

3. The Aspect of Speaking Skill

a. Pronunciation

Pronunciation is a step for students to produce clear language when speaking students can communicate effectively when they can manage good intonation even though their vocabulary is limited. Pronunciation usually refers to words or habits. So it can be concluded that pronunciation is a student's strategy to produce words with clear speech when they are speaking (Kline, 2001:69). In addition to pronunciation the sounds of language, there are aspects of speech that are easy to understand, including lip movements, sounds, intonation, body gesture, body language even eye contact (Fraser2001:6). Based on this definition, pronunciation has aspects, namely lip movement, sound, intonation, body gesture, body language and eye contact.

b. Vocabulary

In improving vocabulary speaking skills is needed for success in using language. It can be said that the key to successful speaking

lies in the power of words. For that we as students are required to be able to memorize vocabulary for fluency in speaking especially speaking English. In improving vocabulary speaking skills is needed for success in using language. It can be said that the key to successful speaking lies in the power of words. Vocabulary means the word we choose that is appropriate and important when it comes to speaking. When we know more vocabulary, it will be easier for us to express ideas and feelings orally and in written form. In everyday life vocabulary is widely used and familiar with people. This means that vocabulary is not unfamiliar in everyday life vocabulary is familiarly used in everyday life, vocabulary is the basis of language learning. Students should know how to name each word.

c. Grammar

Grammar is very necessary for every student in compiling an appropriate and correct sentence in written and oral form. Grammar is a systematic way to find out speakers or listeners who have knowledge of language, this can be done so that the results of all utterances are formed properly and precisely when speaking (Purpura, 2004:6). In addition, the grammar stated by Nelson and Greenbaum (2002:1) grammar is the rules we use in combining words in the language. Grammar functions to compose correct sentences based on their contents and also to prevent misunderstandings.

b. Fluency

Fluency is the ability to speak fluently, easily understood and the resulting intonation is precise and appropriate. Fluency is used in free spoken language without limitations in the teaching and learning process, which means that a teacher allows his students to express what they want to say without correcting the goal so that students can speak fluently even though what they say is not true.

c. Comprehension

Comprehension is the ability to understand a text in formulating a situation in the meaning of a sentence. Comprehension In learning English as a second language it is more difficult to learn because it cannot be seen verbally but must be interpreted directly and indirectly by researchers and educators. Understanding refers to students fully understanding the nature of research when the steps are difficult and contain a risk (Cohen et al, 2005:51).

Based on the explanation according to experts regarding aspects of speaking skills there are 5 aspects of speaking skills, namely, the first pronunciation is the first step for students to produce clear language when they are speaking, even with limited vocabulary students can communicate effectively and adjust their speech intonation. Second vocabulary, vocabulary is needed for language learning, and we as students are required to memorize vocabulary for fluency in speaking because when we learn a lot of vocabulary, it will be easier for us to speak. The third grammar is also needed when we want to compose appropriate and correct sentences in written and spoken form, because grammar is the rule that we use in combining words in a language.

The fourth fluency is the ability to speak fluently and easily understood and have the appropriate intonation. In this case free to speak in the learning process, a student teacher will let his students express whatever they know the goal is so that students can speak well. Fifth comprehension, comprehension is the ability to understand a text in concluding something in the meaning of a sentence, understanding in English is more difficult to learn because it cannot be seen verbally but must be direct, understanding here refers to students who can understand the steps and their nature. The fifth aspect will support the technique that the researcher uses, namely the One Minute Talk Technique in improving students' speaking skills.

4. Strategy in Speaking

When we become educators we must have a teaching strategy that is used in the learning process. The teacher can achieve teaching success when they have a strategy in their learning. According to Maulidar et al. (2018:25) when the learning process uses a teacher's strategy it can determine success in achieving its learning objectives. From this definition we can conclude that the success achieved by students in a lesson depends on the material provided by the teacher, when in class the teacher and students can work together in interaction so that the learning process can be effective. Teachers and students must be active when the learning process takes place to achieve an effective learning process, because each teacher teaches with the right strategy for students and students can also respond well so that it can produce increased learning as expected by Teacher and students. Speaking in English is not easy thing to do, so a teacher must use the right and appropriate strategy in the teaching process. In the teaching process the teacher can use any strategy to achieve the expected goals. According to Kayi,(2006:290) when in the process of teaching speaking there are several strategies such as:

a. Discussion

In the learning process in the classroom teachers often use the discussion method, this method is used to make students actively communicate with classmates. In this discussion method the teacher will give students topics to discuss with other students. Then after that the students will convey the results of their discussion on the topics that have been given by the teacher. Hadriana, (2008: 34–51) when the teacher conveys a topic, there will be a discussion that can create an active activity in the learning process. With this discussion method students can also directly speak orally with other students, not only that students can also express opinions, and can express themselves, for this reason this method is able to improve students' speaking skills.

b. Story Telling

When the teacher uses the storytelling method to convey a material, students can listen and conclude the contents of the story that the teacher conveys. Besides the teacher, students can also tell about themselves in front of the class, this is a strategy that can help students speaking skills if they continue to do this. Zuhriyah, (2017:117) states that the use of storytelling strategies can improve students' thinking patterns to be active in expressing opinions besides that students also get a lot of English vocabulary and can memorize it.

c. Picture Describing

In addition to the strategy of story telling, the teacher can also use the strategy of pictures describing in the teaching process, the strategy of pictures describing can help students to remember the words they will convey, besides that the strategy of describe picture can help improve students thinking. Based on Nurdini, (2018:45) using a strategy to pictures describe can make the class atmosphere more active in receiving material. The strategy used by this teacher can help students in providing an understanding in learning.

d. Role Play

This strategy can be used by teachers to improve students speaking skills because students can feel happier when they are invited to play while talking. In this strategy students not just play but the teacher will provide information or instructions about the game, for example playing cooking a student becomes a chef and the teacher acts as a food buyer, through this game students will be more active in speaking English. According to Syafitri, (2018: 24-30) when doing role play students can improve speaking skills, because through the game students are required to speak in order to develop speaking skills, and it is clear that this strategy is very simple and can help.

e. Simulation

Simulation is state to be more difficult than role play, in this strategy students are asked to bring material in carrying out a performance. Then the tools that students bring to be used in simulation performances, for example students are asked to comedic so students will bring a microphone to use when they do comedy in front of the class. Hardianty et al, (2013:101) Stating that this activity can be beneficial for first-time students, it can entertain and increase students confidence in speaking, and this means that this strategy can improve students' speaking skills.

f. Drilling

According to Larosa et.al, (2020:131) drilling is a verbal practice strategy in repetition of practice that can lead students to improve their speaking skills in English. In this strategy students will repeat or explain again according to their own language about what the teacher said, and of course this strategy can help students say the words they know to improve their speaking skills, with this strategy students can repeat back what they find it difficult to pronounce.

g. Conversation

Conversation is communication that is usually carried out by two or more people in discussing a topic. When we communicate with someone it is a conversational practice that can facilitate students in the context of improving communication skills. In addition, through this strategy can interact verbally with students in using English, therefore this strategy can help students improve their speaking skills.

5. The Definition of Elicitation Technique

English learning in the classroom occurs through meaningful interaction that involves teacher and students. The interaction can be between teacher and students or the interaction between student and student. Teaching learning process will not conduct if there is no interaction between teacher and students. The interaction between teacher

and students occur when the teacher explain the material and the student have to give their responses.

During teaching learning process, teacher and students are expected to participate actively in the classroom especially the students. The students' participation will affect their understanding toward the material. The students who are active in the classroom, the students will understand the material well than the students who just listen the teacher explanation. Because, when the student active in the classroom and they can share their opinion about the material, that students will remember that material. Students will learn better and retain more when they are active participants because learning is an active process which should involve talking (Cieniewicz, 2002:167). It means, the students should be active in the classroom. To encourage the students to participate in the classroom, the teacher usually use some techniques. One of the techniques which is usually used by the teacher is elicitation technique. Elicitation technique is a technique used by the teacher to elicit students' responds and to stimulate students to talk in the classroom. Darn (2008:108) stated that elicitation is preferable method that helps promote students involvement in the lesson and develops learner centered classroom. Through the elicitation technique the time for students to speak or the students talking time (STT) in the classroom increase automatically and the time for the teacher to speak or teacher talking time (TTT) decrease.

Elicitation technique is used by the teacher to elicit the students during the lesson to get the information about what students already know and need to know. This technique also can be used as a technique to measure student's understanding to the material that given by the teacher. In eliciting the students, teacher can give some question to students. Elicitation technique involves asking questions and that questioning is one of the principal ways in which teachers control the classroom discourse, Walsh (2013:155). It is used by the teacher to know what students' response to the question or to the material. Walsh (2013:155),

defines elicitation techniques as strategies used by teachers to get learners to respond.

In addition, eliciting is a technique that ESL teachers can use to get information about what the students know and don't know. This means that the teacher becomes more capable and doesn't waste time rehashing the students' existing knowledge. Eliciting creates a learner-centered environment and is very thought-provoking for the students.

Elicitation is a technique by which the teacher gets the learners to give information rather than giving it to them. In the classroom elicitation is an important technique for various reasons. It helps develop a learner-centered dynamic, it makes learning memorable as learners can link new and old information, and it can help produce a dynamic and stimulating environment.

Elicitation can be of four types: choice (responder has the choice to agree or disagree with the statement) product (responder should reply with factual information) process (responder replies with opinions or interpretations) and metaprocess (where the teacher asks the students to think through their own reasoning or thought processes), (Mehan, 1979:182).

An elicitation is an act whose function is to request a linguistic response – linguistic. Although the response may be a non-verbal surrogate such as a nod or raise hand. (Sinclair & Coulthard, 1992:9)

The term of elicitation is used here as a discourse category to describe any utterances inside the classroom which functions to elicit a verbal response. Coulthard (1975:142) classify elicitation as follows:

a. Elicit : Inform

It is kind of elicitation which invites the addressee to supply a piece of information. For example:

1) H : What time will you will be finished?

X : Lecture finishes at about quarter past twelve.

2) T :What is the time?

P : It is ten o'clock

T : Well done.

Slatery and Willis (2001:173) stated that there are five ways of eliciting language. These are :

- 1) Wh-question: What is this?
- 2) Questions using intonation only: A dog?
- 3) Questions using inversion: is this an elephant?
- 4) Unfinished sentence questions with rising intonation: this was a...?
- 5) Either / or question: Is this an elephant or a kangaro?

Based on the definition above, elicitation technique is a technique that used by the teacher to encourage students to speak. The elicitation technique can form a question. The question will be given by the teacher to the students directly. Furthermore, elicitation techniques can be considered way for teacher to stimulate their students to talk in the classroom (Doff, 1998, as cited in Huyen, 2006). Therefore, the teacher can use this technique to encourage students to speak and teacher has responsibilities to use elicitation technique to extend students' answer and respond.

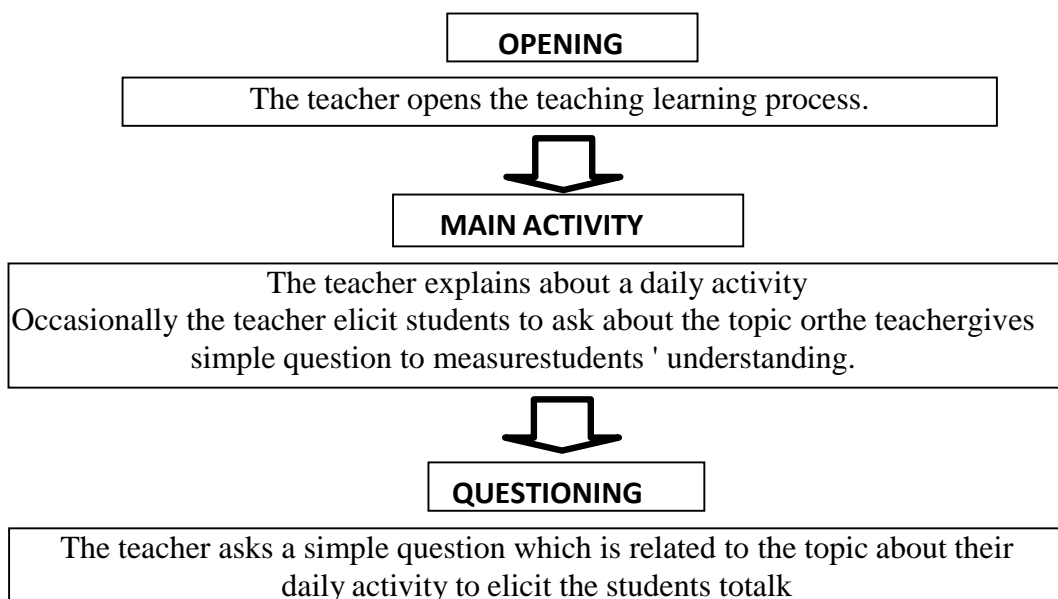
b. Types of Elicitation Technique

In encouraging students' talk in the classroom interaction, most of teachers modify their words, questions or instructions to elicit the students. Kinds of eliciting techniques in this study have been drawn from classifications made by Doff (in Suherdi, 2010). This study is related to the teachers' way in encouraging the students to talk, to get students' ideas and the students' contribution particularly in questions form. Therefore, this study tries to identify teachers' techniques in modifying their words or questions through elicitation techniques in their classroom interactions. :

Doffs' Elicitation Techniques Elicitation offers learners an environment with opportunities to participate. Besides that, elicitation technique makes the students become more active because it increases students talk time, Doff (in Suherdi, 2010). Based on the statement above, it is clear that elicitation techniques will improve students' participation in the classroom. Doff proposes five types of elicitation:

c. Asking Questions

Asking questions is one of the common techniques used by teacher to invite students to participate in the classroom. Doff (in Thuy, 2011:14) states that eliciting can take place at any stages of the lesson and it is mainly done by asking questions. It means, asking questions is the leading techniques to elicit ideas and responses from the students. Moreover, Darn (2008) argues that asking questions is the most important tools for teacher to manage the class, engage students with content, encourage participation and increase understanding. He states that asking questions is considered as an art and science with some rules teacher should take into account, including the various types and appropriate quantity of questions should be raised in a lesson. The steps to encourage students talk through asking question:



For example, the teacher will teach a daily activity. The teacher will ask the students about what they are doing everyday :

T : What time do you get up in the morning?

Ss : at Six o'clock in the morning

T : Do you get your breakfast every morning?

Ss : Yes, I have

T : What is that?

S1 : Fried rice and milk S2 : Savory rice and tea

T : Good, So, now you know your activity everyday and today we will learn about daily activity.

The teacher will ask the questions to the students about what they are doing every morning to know students understanding about the daily activity. After that, teacher can ask the students to say their activity everyday.

d. Asking questions combined with using pictures

Picture is an interesting media to use in the classroom. By using pictures from textbook or any supplementary source, teacher can motivate students to participate by catching their attention, stimulating their curiosity and imagination. Doff (in Thuy, 2011:21) states that the teacher uses pictures to set the scene and asks questions about what (students) see, why they think it happens, what they think will happen next and how they feel or what they think about it. In short, picture is a good media to activate students' thinking about the topic will be given. This following picture can serve an example.

Picture 3.1.2
Harvesting the wheats



- T : What do you see in the picture?
 S : Farmer
 T : What are they doing?
 S : They are harvesting
 T : What is being harvested?
 S : Wheat

The picture above can be used to get students thinking about the theme of the text before reading. Moreover, the teacher can use the same picture to revise vocabulary necessary for reading the text. It will help the students to understand the text easily.

e. Asking questions combined with using games or activities

Games and activities also can be used to invite students' participation. Lee(1995) states that it is possible to learn a language and enjoy its self at the sametime. Moreover, Wright at al. (1984:1) also states that language learning is hardwork. Afford is required at every moment and must be maintained over a longperiod of time. Games help encourage many learners to sustain their interest and work. Hence, teacher should be creative in teaching. Games can help the teacher to create fun classroom. It means, games and activities are clearly seen as effective tools that help teacher to create specific context in which the language is useful and meaningful. Concerning

to the benefit of games and activities, Ersoz (2000:120) in the internet TESOL journal has emphasized that if games and activities are well chosen and appropriately used, they can give students a break and at the same time allow students to practice language skills in an amusing and motivating way. In other words, game can be alternated to make students become active in the classroom. If games are well chosen and appropriately used, they can give students a break simultaneously create chances for them to practice new skills in a highly amusing and motivating way (Ersoz 2000:120). In order to fully obtain these benefits, one thing teachers should take into consideration is that whenever a game is to be conducted the number of students, proficiency level, cultural context, timing, learning topic and classroom setting are factors that should be taken into account (Nguyen and Khuat in Thuy:2011). In short, games affect students positively if it is chosen appropriately.

f. Asking questions combined with using texts and dialogues

Doff (in Thuy, 2011:23) states that teacher may also consider using texts and dialogues to guide students to respond to the language use and the context of use presented in those texts and dialogues. It means texts or dialogues can be used to invite students' participation in the classroom. Authentic texts or dialogues, when introduced into language classroom, it can bridge the gap between classroom knowledge and student's capacities to participate in real world events (Wilkin in Thuy, 2011:23). Moreover, texts or dialogues play an important role in providing students with illustrative language samples. Since the texts or dialogues serve as standard samples for students to imitate, the teacher should choose materials carefully according to the syllabus and by considering learners' factors such as, learning style, ability and interest.

g. Asking questions combined with non verbal language

Non verbal language is one of the attractive ways to teach students in the classroom. Non verbal language such as mimicry, gesture, facial expression, body language can be alternated to make students active in the classroom. Doff (in Thuy, 2011:23) states that non verbal language is used mainly to elicit new vocabulary and structure. Because, in using non verbal language the teacher does not give the question with his other voice, but with their body language, mimicry, gesture, facial expression, etc. It will provoke students' curiosity and attention. The students will think what does the meaning of teachers' gesture. The students pushed and motivated to gap teachers' gesture. For example, when the teacher will teach about descriptive text, teacher can use body language, mimicry, etc. If the teacher wants to give a clue to the students about cat that will be described, teacher can use body language and act like a cat. For the students, they have to guess what does the teacher's body language meant. Then, to ask about the cat's food, teacher can use her/his gesture.

6. Techniques for Elicitation

Eliciting the students to participate in the classroom especially in EFL class is the teachers' job. The teacher should find the effective way to elicit students to participate be more active. The activeness of the students in the class can improve students' ability particularly in speaking. There are many techniques ESL teachers can use to elicit from students, depending on what the teacher wants to elicit. In elicit the students, teacher should give time for the students to think what will they say to. Then, for the questions from the teacher it will be better if the question does not in yes-no question. Because, when the teacher gives yes-no question, students just need answer yes or no. Besides that, the teacher only finds little response from the student. Therefore, the teacher should give short answer or questions that need students' opinion. If the students cannot

answer the question or the students just give little respond, the teacher can give some input or clue to help the students. Below are some techniques for eliciting:

a. Eliciting vocabulary

Eliciting vocabulary is used when we want the student to come up with a word on their own. This may be used by the teacher to review the word that already taught. The teacher can ask to the students about the meaning of some words or it can be about the synonym or antonym the word. If the students do not know what the answer is, the teacher can elicit the students by giving the definition.

T : What is the meaning of pen?

S : Mmmmm.....

T : Pen is a thing that be used by us to write something in the paper.

S : Pulpen.

T : Good. That's right!

b. Eliciting grammar

Eliciting grammar is used by the teacher to elicit students' grammar understanding. Teacher can use a situational dialogue, a drawing or modeling. Through the situational dialogue, the students can observe the grammar used in the dialogue. The teacher can ask some students about the grammar that used in the dialogue. If the students confused about the answer, the teacher can elicit the student by give some clue like the verb or the time that use in the dialogue. The teacher also can ask the students questions that require the students to answer using a particular grammatical form.

7. Advantages and Disadvantages of Using Elicitation Technique

Like any other tools of communication, questioning or eliciting will be use for a great many specific purposes. When considering questioning and answering as parts of the normal human use language, it will be use to find out what is still unclear, and to help the person who will

be questioning understand something better or to prompt him or her to remember something. Elicitation is of great importance. In the presentation stage, students are usually passive to listen to or to wait for the teachers explanations and presentations of the new knowledge.

The first positive point will be addressed that elicitation technique are involves the class by keeping students alert, drawing their attention as well as making them think. Doff (1988:159) will be the problem that in the presentation stage. It is likely that teachers will talk most of the time in order to provide as much knowledge as possible while students' main task is listening to the teachers instruction meaning. This part of the lesson will be dominate by teacher – he or she is using english to introduce new materials. As a consequence, even the best students can find their minds wandering occasionally in class. If the teacher can activate students' mind and call back their attention by asking them to contribute to this stage of the lesson, there is a far less chance that distracting factors can drift into students' minds. This leads to the fact that students' logical, reflective or imaginative thinking will be stimulate by answering the teachers' questions troughout the lesson.

Secondly, elicitation help maximize students talking time and simultaneously minimize teacher talking time. In the class, if students respond to most of the questions provide by teachers in almost every stage of the lesson, they undoubtedly speak more than they do if they just listen to teachers explanation. As a consequence , questioning will be raise in appropriate time can keep the teacher talking time to minimum while maximizing students' contribution together wih their talking time.

Doff (1988:161) will be assume that eliciting encourages students to draw on what they already know or partly know, which makes up for another benefit of elicitation. By starting with easy questions and moving to the more difficult ones, teachers will be able to boost students answering and realize the limitation of students' knowledge once their answers start to become incomplete or wrong. Thus, elicitation creates

two influences on teachers:

- a. Teachers know how to adapt the presentation to the level of students
- b. Teachers can mainly spend lesson time on the most important points.

Moreover, it will take for granted that elicitation technique may create motivation among students. According to Ur (1996:229), when trying to answer the eliciting questions from the teacher, students immediately work out or at least they may guess the answer. Students will feel pleased if their answer or guess is correct. If not, they will self-realize that they need to study more on the answers and become receptive.

Most importantly, eliciting is the tool used to create direct interaction between teachers and students. Teachers' elicitation as a fundamental and important means of classroom interactions. This benefit will be stated by Ur (1996:229) when the author will be affirmed that elicitation serves several purposes such as giving opportunities for students to present their ideas. It is of essence for teachers to realize the significance and impact of questioning on communication and learning in the classroom in order to improve the use of questions by both teachers and students.

On the other hand, a number of drawbacks of elicitation are also pointed out first. It may be a waste of time. Second, it does not always result in more student talking time. It may not be students' habit to respond to teachers' questions due to their learning culture.

Elicitation is quite a difficult skill. It needs practice and experience to make it fully use of. I do believe that, though it still bears a number of downsides. Elicitation is really effective technique that will be applied in language teaching learning. In short, elicitation technique is beneficial for both teachers and students. There are a great number of purposes for teachers to use elicitation; as a result. Teacher will take every chance when possible in order to apply appropriate types and forms of questioning in language teaching classroom.

8. The Procedure of Easily Elicitation Technique in Teaching Speaking

According to Nunnan and Bailey, it means all the method will be used by the researcher to get information directly from informants. In this procedure, the teacher have to interact with them, so it doesn't mean that the teacher just observe the students. There are some procedure of elicitation include:

a. Interviews

It is the most common of all oral tests. Compared with discussion/conversation, an interview is structured. And compared with question and answer, an interview is more authentic, it has a consistency and a relevance that stretches over more than one question or comment. It can be held in a formal situation with the knowledge of the testee of being tested but still has the potential to maintain an informal air depending upon the interviewers ability. Regular practice of this in an EFL programme will give very good scores of the learner's progress.

Types of Interviews

- 1) Structured Interviews
- 2) Semi-Structured Interviews
- 3) Unstructured Interviews
- 4) Ethnographic Interviews
- 5) Focus Group Interviews

b. Questionnaires

Surprisingly, very few of the experts mentioned questionnaires or surveys. One limited his use to problems that were fairly concrete. Another focused on market research surveys as an aid in understanding external customer needs. Similar to structured interviews especially the closed-ended items. It can be broadcasted or analyzed easily with the help of technology and avoid ambiguous and unclear questions especially when administering in second language of the respondents

c. Combining Questionnaire and Interview Data

Questionnaires and interviews work well together with on Practical and convenient vs. less practical but detailed Questionnaires let us sample broadly while interviews explore more deeply the researcher can apply questionnaires first to get a broad information and then interview to have more detailed data.

After applying a questionnaire to a large group, you divide them into two groups and then select a few people who represent the larger sample according to carefully defined criteria in each group = Sample-resample process-two phase and raised design.

d. Production Task

Techniques used to obtain samples of learner language in order to study development that learners pass through while dealing with second language. Observation and recording of learner language are very time-consuming and may not give us enough material to detect patterns to learn about language development. Learners may not produce a particular structure in the presence and it doesn't mean that they haven't acquired it. There are types from production task:

- 1) Discourse Completion Tasks
- 2) Role-Plays
- 3) Tests Used as Elicitation Procedures
- 4) Picture Description Tasks
- 5) Using Tasks to Investigate Negotiation of Meaning

9. Advantages and Disadvantages of elicitation procedure in Teaching Speaking

There are some advantages and disadvantages procedure of elicitation technique in teaching speaking: (a) They are so variable that they can result in data that are incredibly rich, (b) They can also be used in combination., (c) These combinations help in method triangulation, (d) They can be great time-savers, as they will provide large amount of data in much shorter time than naturalistic observation, (e) They provide data

that could not be obtained by any other way.

While using elicitation devices, the researcher should determine in advance what is to be investigated and this can cause two problems which can affect validity:

- a. Other relevant issues may be ignored by determining in advance what is going to be considered relevant
- b. It may not be certain whether the results obtained are because of the elicitation devices employed or not.

10. Conceptual Framework

A good learning process can involve both the teachers and the students. It encourages the willingness to study. In speaking, the teachers should design an interactive lesson to explore the speaking ability of the students. Mostly, the learners of foreign language have weakness in self-confidence and enthusiasm in speaking the language. They felt unconfident to speak ungrammatically. It made them less participate in the lesson. Vocational students face the same problem as well.

Elicitation technique is an appropriate technique to improve the students' interest in speaking. Teaching English speaking through Elicitation Technique can improve the students' speaking achievement in expressing their ideas whether they can express the language correctly and fluently or not. This technique can increase the students' self-confidence and enthusiasm because by applying this, the encouragement to speak is higher since they can be as someone or whatever according to their elicitation. This will help students to express their ideas.

In applying this technique, the teacher did not observe of controlled language practice where students say a lot of sentences by using particular pieces of grammar. They were looked at the students' activeness. In addition, the existence of peer in elicitation technique helped the teacher to arouse the students' interest in speaking. Therefore, through elicitation technique, vocational students motivated to speak in English.

B. Previous Relevant Studies

This is research from relevant journals that have relevance to this research. Research from Era Litawati Widya Mandala Catholic Surabaya, (2014) In a globalized world, the ability to communicate in English is becoming increasingly important. This requires more attention to the teaching of speaking with the aim of developing students' oral fluency skills. This study investigated the effect of using elicitation technique on fifth grade elementary school students. The purpose of this study was to find out whether the elicitation technique can also be used effectively in large classes of 35 or more students. The study was conducted over a period of 12 weeks with the researcher conducting teaching practice for 36 days. The research subjects were 56 fifth grade students in one of the elementary schools in Surabaya.

This quasi-experimental research was conducted with two classes randomly selected as experimental and control groups. Students in the experimental group were taught using the elicitation technique and students in the control group were taught using the Elicitation technique. Both groups were given the same speaking test using pictures at pre-test and posttest. A 3-minute speaking tape per student was recorded by computer. The speaking recordings were evaluated and scored at a later stage by three different evaluators by playing back these voice recordings.

The evaluators analyzed each voice recording based on four elements: Pronunciation, Grammar, Vocabulary and Fluency, using a modified rubric and Comparing the average pre-test and post-test scores of the two groups showed a significant improvement difference with a 42% improvement for the experimental group using the elicitation technique and a 22% improvement for the control group using the Elicitation technique. There were substantial differences between the results per element. Pronunciation improved at almost the same rate, 52% for the experimental group and 53% for the control group. For the other elements elicitation proved to be more effective with grammar improving by 48% for the experimental group compared to 12% for the control group and 35% compared to 18% for vocabulary and 37% compared to 17%

for fluency. The study concludes that elicitation not only improves speaking but also creates a comfortable situation in the classroom. The students who were taught speaking with elicitation felt more comfortable and confident in practicing English in a natural and fun way. The study concluded that the elicitation technique improved students' speaking ability more than the conventional Elicitation technique.