

**THE EFFECT OF ELICITATION TECHNIQUES  
ON TEACHING SPEAKING OF  
GRADE-5 OF ELEMENTARY SCHOOL**

**THESIS**

**In Partial Fulfillment of the Requirements  
for the Sarjana Pendidikan Degree  
in English Language Teaching**



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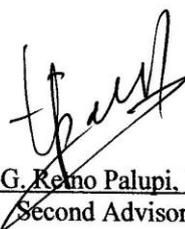
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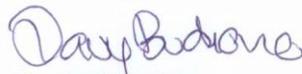
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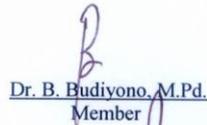
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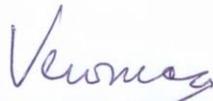
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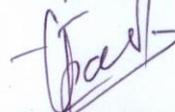
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## ABSTRACT

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In a globalizing world, the ability to communicate in English is becoming increasingly important. This requires more attention for teaching speaking with the aim of developing the student's oral fluency skills. This research investigates the effect of using elicitation techniques to grade five of elementary school students. The aim of this study is to find out whether elicitation techniques can also be effectively used in a large classroom with 35 students or more.

The research was carried out within a period of 12 weeks whilst the researcher was doing a 36-day teaching practice. The subject of the study were 56 students in grade five at an elementary school in Surabaya. This quasi-experimental research was done with two randomly chosen grade-5 classes as the experimental group and the control group. The students in the experimental group were taught using elicitation techniques and the students in the control group were taught using drilling techniques. The two groups were given the same speaking test using pictures in the pre-test and in the post-test.

Speaking recordings of 3 minutes per student were recorded by computer. The speaking recordings were evaluated and scored in a later stage by three different evaluators by playing back these sound recordings. The evaluators analyzed each sound recording based on four elements: Pronunciation, Grammar, Vocabulary and Fluency, using a rubric that was modified from David P. Harris (1969).

Comparing the average scores of pre-test and post-test of both groups showed that there were significant differences in improvement with a 42% improvement for the experimental group using elicitation techniques and a 22% improvement for the control group using drilling techniques. There were substantial differences between the outcome per element. Pronunciation had improved at an almost similar level, 52% for the experimental group and 53% for the control group. For the other elements elicitation proved to be more effective with an improvement in grammar of 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 does more than only improving the speaking proficiency moreover it creates a comfortable situation in the classroom. The students who had been taught speaking by elicitation were feeling more comfortable and confident in practicing English in a natural and fun way. The study concludes that elicitation techniques improve the students' speaking ability more than conventional Drilling techniques.