

**THE IMPLEMENTATION OF ELICITATION TECHNIQUE IN TEACHING  
ENGLISH FOR YOUNG LEARNERS**

**By  
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**ANTASARI STATE ISLAMIC UNIVERSITY  
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**THE IMPLEMENTATION OF ELICITATION TECHNIQUE IN  
TEACHING ENGLISH FOR YOUNG LEARNERS**

**AN UNDERGRADUATE THESIS**

**Presented to  
Faculty of Tarbiyah and Teacher Training  
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**by**

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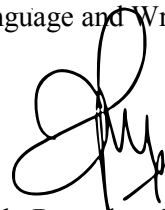
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### STATEMENT OF AUTHENTICITY

I, the undersigned, Zainun Nisa, declare that this undergraduate thesis is my original work, gathered and utilized specially to fulfil the purposes and objectives of this study, and has not been previously submitted to any other university for any degree or other purposes. I also declare that the publications cited in this work have been properly acknowledged. If someday, it is proven otherwise, I understand that my degree will be revoked.

Banjarmasin, June 26, 2021

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## ABSTRACT

**Zainun Nisa.** 2021. The Implementation of Elicitation Technique in Teaching English for Young Learners. Thesis. English Education Department, Faculty of Tarbiyah and Teacher Training, Antasari State Islamic University. Advisors: (I) Dra. Andi Irlina, M. Hum, (II) Willy Ramadan, S.Pd, M.S.I

**Keywords:** Elicitation Technique, Young Learners, Learning Process

The researcher is interested to conduct research with five graders in SD Alam Muhammadiyah Banjarbaru because the students can participate actively during the learning process. They can answer questions and practice something instructed by their teacher in class even though they are still in elementary school. This is in accordance with the implementation of the elicitation technique used by the teacher during the learning process where elicitation here can stimulate students to speak in class. Besides that, the elicitation technique can also help students to communicate actively and use English to express their feelings or ideas directly in various interesting ways while this is also in accordance with the 2013 curriculum where students are taught to be more active in class than their teachers.

The purpose of this research is to describe how the implementation of the elicitation technique is applied by the teacher in the classroom and to find out which type of elicitation that the teacher used and the challenges faced by the teacher to use it. This research used a descriptive qualitative research approach and for data collection are observation checklist, interview, and documentation.

There are 5 types of elicitation techniques categorized by the expert but the results show that there are only 4 types of elicitation techniques implemented, such as: *asking questions, asking questions combined with pictures, asking questions combined with text/dialogues, and asking questions combined with non-verbal language*. Besides, there are some challenges faced by the teacher who used the elicitation technique. So, it can be concluded that the elicitation technique is beneficial for both teachers and students.

## **ABSTRAK**

**Zainun Nisa.** 2021. *The Implementation of Elicitation Technique in Teaching English for Young Learners*. Skripsi. Jurusan Tadris Bahasa Inggris., Fakultas Tarbiyah dan Keguruan, UIN Antasari Banjarmasin. Dosen Pembimbing: (I) Dra. Andi Irlina, M.Hum, (II) Willy Ramadan, S.Pd, M.S.I.

**Kata kunci:** Teknik Elisitasi, Pembelajar Usia Muda, Proses Pembelajaran

Peneliti tertarik untuk melakukan penelitian dengan siswa kelas Lima di SD Alam Muhammadiyah Banjarbaru karena siswa dapat berpartisipasi secara aktif selama proses pembelajaran. Mereka bisa menjawab pertanyaan dan mempraktekkan sesuatu yang diinstruksikan gurunya di kelas meski mereka masih duduk di bangku sekolah dasar. Hal ini sesuai dengan penerapan teknik elisitasi yang digunakan guru selama proses pembelajaran dimana elisitasi disini dapat merangsang siswa untuk berbicara di kelas. Selain itu, teknik elisitasi juga dapat membantu siswa untuk berkomunikasi secara aktif dan menggunakan bahasa Inggris untuk mengungkapkan perasaan atau ide yang mereka dapat secara langsung dengan berbagai cara yang menarik hal ini juga sesuai dengan kurikulum 2013 dimana siswa diajarkan untuk lebih aktif di kelas daripada guru.

Tujuan dari penelitian ini adalah untuk mendeskripsikan bagaimana penerapan teknik elisitasi yang diterapkan oleh guru di kelas dan untuk mengetahui jenis elisitasi yang digunakan guru tersebut serta tantangan yang dihadapi guru dalam menggunakan teknik elisitasi. Penelitian ini menggunakan penelitian kualitatif deskriptif dan pengumpulan data yang digunakan yaitu observasi ceklis, wawancara dan dokumentasi.

Ada 5 jenis teknik elisitasi yang dikategorikan oleh para ahli namun hasil penelitian menunjukkan bahwa hanya ada 4 jenis teknik elisitasi yang diterapkan, yaitu: *asking questions, asking questions combined with pictures, asking questions combined with text/dialogues, and asking questions combined with non-verbal language*. Selain itu, ada juga beberapa tantangan yang dihadapi guru dalam menggunakan teknik elisitasi tersebut. Sehingga, dapat disimpulkan bahwa teknik elisitasi bermanfaat bagi guru dan siswa.

**MOTTO**

*“If you are grateful, Allah will surely increase you (in favor)”*

*“If Allah is making you wait, then be prepared to receive more than what you asked for”*



## DEDICATION

I dedicate this thesis for:

1. My beloved parents, M. Anas Suprihatin and Zakiah who always give me endless love, supports in mentally, spiritually, and materially during the time of study and the process of making this thesis.
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ومولانا محمد وعلى آله وصحبه أجمعين. اما بعد.

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Finally, the writer hopes that this research will be useful for the next researchers. The writer admits that this research paper is not perfect yet. Therefore, suggestion will be expected to make it better.

Banjarmasin, Zulkaidah, 17<sup>th</sup> 1442 A.H  
June, 28<sup>th</sup> 2021 A.D

A handwritten signature in black ink, appearing to be 'Zainun Nisa', with a stylized flourish at the end.

Zainun Nisa

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