

ABSTRACT

Adelia Nia, Registration Number: 2181121011, Male and Female Teachers' Elicitation Technique in Teaching Speaking Skill. A Thesis, English Educational Program, Faculty of Languages and Arts, State University of Medan, 2022.

This research deals with elicitation techniques used by male and female teachers in teaching speaking skill. The objectives of this study were (1) to analyze the types of male and female teachers' elicitation technique are used in teaching speaking skill and (2) to explain the reasons for male and female teachers used the elicitation techniques in teaching speaking skill. A descriptive qualitative design used in this study and the data was collected by obversation, video recording, and interview. The data source were two male and two female teachers in SMP Negeri 35 Medan. This study found that there were four types of the elicitation techniques are used by male teachers and female teachers in teaching speaking skill. The elicitation teachniques was used by male teachers, they were: elicitation for information 282 times (79.66%), elicitation for confirmation 26 times (7.34%), elicitation for agreement 19 times (5.36%), and elicitation for commitment 27 times (7.62%). While, the elicitation techniques was used by female teachers, they were: elicitation for information 232 times (75.08%), elicitation for confirmation 30 times (9.70%), elicitation for agreement 17 times (5.50%), and elicitation for commitment 30 times (9.70%). It means that the dominant types were elicitation for information used by male teachers 282 times (79.66%). Moreover, this study found that there were six reasons for male teachers and female teachers used the elicitation techniques in teaching speaking skill, such as; lack of skill and knowledge of teachers, lack of confidence of students in class participation, passive recipients of information, reluctant students, large class size, and low level of learners.

Keywords: Elicitation Technique, Male Teacher, Female Teacher, Speaking Skill