

**TEACHERS' STRATEGIES IN TEACHING SPEAKING  
FOR YOUNG LEARNERS**

**A THESIS**

**Submitted in Partial Fulfillment of The Requirements for the Degree  
of *Sarjana Pendidikan* in English Education**



**By:**

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**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H. ABDURRAHMAN WAHID PEKALONGAN**

**2023**

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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu'alaikum Wr.Wb.

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**MOTTO**

"One language sets you in a corridor for life. Two languages open every door  
along the way."

**Frank Smith**

"You don't have to be great to start, but you have to start to be great."

**Zig Ziglar**



## ABSTRAK

*Speaking* adalah salah satu dari setidaknya empat keterampilan yang harus dikuasai ketika belajar bahasa Inggris, tetapi pengajarannya sering menemui banyak kendala dan tantangan, terutama dalam mengajar bahasa Inggris kepada pelajar muda. Oleh karena itu, guru harus mampu mengikuti perkembangan zaman untuk menciptakan pembelajaran yang inovatif dan berkualitas. Strategi guru dalam mengajarkan *speaking skills* kepada siswa sangat penting untuk mengatasi hambatan siswa dalam belajar *speaking*. Penelitian ini bertujuan untuk mengeksplorasi tantangan yang dihadapi oleh para guru dan strategi guru dalam mengajarkan keterampilan berbahasa Inggris kepada pelajar muda di tingkat dasar. Partisipan dalam penelitian ini adalah 3 guru bahasa Inggris. Desain studi kasus digunakan dalam penelitian ini dan pengumpulan data dilakukan melalui observasi dan wawancara semi terstruktur. Data dari kedua instrumen tersebut dianalisis secara kualitatif. Dalam penelitian ini, ditemukan beberapa tantangan yang dihadapi oleh guru dalam mengajar keterampilan berbicara kepada pelajar muda seperti kurangnya kosa kata, kesalahan pengucapan, masalah kepercayaan diri siswa, dan berbicara sesuai topik. Kemudian, banyak strategi yang diterapkan oleh guru dalam mengajar berbicara kepada pelajar muda seperti diskusi, permainan, mendeskripsikan gambar, dan bermain peran. Peneliti berharap penelitian ini dapat menjadi bahan refleksi bagi para guru bahwa dalam menentukan strategi pembelajaran harus disesuaikan dengan materi, kondisi, dan juga kemampuan siswa sehingga dapat diikuti oleh siswa dengan baik.

**Kata Kunci : Strategi Pembelajaran, Keterampilan Berbicara, Pembelajar Muda**

## ABSTRACT

*Speaking is one of at least four skills that must be mastered when learning English, but its teaching often encounters many obstacles and has its challenges, especially in teaching English to young learners. Therefore, teachers must be able to evolve with the times to create innovative and high-quality learning. Teachers' strategies to teach students speaking skills are very important to overcome students' obstacles in learning to speak. This research is aimed to explore the challenges faced by the teachers and the teachers' strategies in teaching English-speaking skills to young learners at the elementary level. Participants in this study were 3 English teachers. A case study design was used in this study and the data were collected through observation and semi-structured interviews. The data from these two instruments were analyzed qualitatively. This research has found several challenges faced by teachers in teaching speaking to young learners such as lack of vocabulary, missing pronunciation, problems with students' self-confidence, and speaking in line. Then, many strategies are applied by the teachers in teaching speaking to young learners such as discussion, games, describing pictures, and role-play. The researcher hopes that this research can serve as material for reflection for teachers that in determining learning strategies must be adapted to the material, conditions, and also the students' abilities so that they can be followed by the students.*

**Keywords :** *Teaching Strategies, Speaking Skills, Young Learners*

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The Researcher

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# CHAPTER I

## INTRODUCTION

### 1.1. Background

English is a foreign language in Indonesia, but it occupies an important position in our society. English is taught in schools because most of the science and technology in any field are written in English. It is a way for the Indonesian people to absorb the development of science. In this era, technology makes the world community no longer separated by distance and time. Thus, mastery of a foreign language will be the way for Indonesian to interact in a global society (Santoso, 2014). Besides, the aim was to equip students with English proficiency and mastery of English skills.

This is clearly seen in world education in Indonesia. Based on the educational curriculum at that time, English began to be taught at the junior high school level in 1946 and at the senior high school level in 1950 (Komaria, 1998). The Indonesian government then began to introduce English as much as possible for students in Elementary Schools or Madrasah Ibtidaiyah via the Basic Education Curriculum 1994. Since the implementation of the curriculum subjects, English has been taught as a local content lesson beginning in grade four SD/MI (Maduwu, 2016).

Listening, speaking, reading, and writing are the four skills required for teaching and studying English. These abilities are interconnected and cannot exist independently. Listening and reading are called receptive skills, but speaking and writing are considered productive skills (Harmer, 2015). Speaking is one of the forms of communicative ability. The functions of spoken language are interactional and transactional. It indicates that the spoken language (speaking) is utilized to sustain social relationships and to convey information and ideas. However, sometimes students can only understand the meaning that the interlocutor conveys without being able to reply because of a lack of English vocabulary and speaking ability. Besides, this can be based on a lack of self-confidence from students so they are often embarrassed or afraid to speak. Other issues that are frequently observed in the language classroom are related to individual learners' personalities and attitudes toward the learning process, particularly learning speaking such as low participation, keeping use of their mother language, having nothing to say because of fear of making mistakes, etc (Aleksandrak, 2011).

Therefore, teachers must be able to encourage their students to have a learning spirit and also want to follow and complete learning according to the lesson plan that has been determined as well as provide students feel safe, belong love, and confident in the environment and also make students look for

ways to maximize their learning potential and find fulfillment in their studies so that students will strive for and attempt to achieve specific learning objectives (Gorman, 2010).

There are various things that teachers need to pay attention to increase student learning motivation, as well as in choosing learning strategies to create a pleasant learning atmosphere (Emda, 2017). Teachers must be able to evolve with the times in order to create innovative and high-quality learning. Teachers are also required to have leadership, communication, entrepreneurship, technological literacy, global citizenship, teamwork, and problem-solving skills. Teachers must motivate their students to be enthusiastic about learning because a high quality of teachers would ensure students' quality (Ningsih, 2020). It is needed especially in teaching English at the elementary level.

Moreover, learning English speaking at the elementary level often encounters many problems. According to Musiman et al. (2020), there are several problems in teaching speaking in elementary schools such as teachers' qualifications and school support and facilities. Most teachers have no background in English teaching skills (they are not English education graduates), and those who do have the credentials are not qualified to teach at the primary level. The materials used in primary schools were then developed locally and were not assessed by national textbook reviewers. Furthermore,

many difficulties are beyond the power of teachers to overcome, such as a restricted number of hours, class size, a lack of sufficient supplementary materials, and so on.

Teachers entail extra hard work for teaching English to young learners in elementary school because of its position as a foreign language and local content in Indonesia. Other reasons that underlie this are students learning motivation is low because they think English is hard to learn. Second, as local content, English has very limited contact hours, so students have less learning frequency. Third, learning English for young learners does not have a complete system, so learning is carried out in a perfunctory manner (Musthafa, 2010). The main problem in teaching English speaking skills is the fact that English has a very restricted function used in social interactions in Indonesia, especially in a small town like Pekalongan. Even so, one of the elementary schools in Pekalongan City implements a bilingual class program, in which the implementation of learning uses two languages, namely Indonesian and English. In supporting the program, the school organizes extracurriculars focused on learning speaking, one of which is let's talk. This let's talk is intended for all students from grades 1 to 6 and is divided into 3 levels, namely beginner, intermediate, and advance. Based on that reason, the researcher wants to explore the strategies used by teachers in these schools in teaching

speaking to young learners so that students want to use bilingual language during learning at school even though they may not actually use English in their daily conversations.

Several researchers have discussed several studies on teacher strategies in teaching speaking skills. Studies by Pratama & Awaliyah (2016), Robert & Pane (2020), Samae (2020), and Septiana & Rahayuningsih (2022) reported there are numerous strategies used by teachers to teach English speaking skills to young learners. However, the research does not explain students' learning motivation and the studies focus on teaching English to young learners aged 13-14 or students Junior High School level. To fill this void, the researcher feels compelled to conduct this study, which aims to provide information on challenges encountered during the speaking learning process and teachers' strategies for teaching speaking skills to elementary school students. This study's findings could help English teachers improve practical strategies for teaching English-speaking skills in elementary schools. It can also be utilized as additional details for other researchers who want to conduct additional research in the related field, as well as by many other parties.

## **1.2. Formulation of the Problem**

Based on the context of the research discussion, the researcher tried to explore:

1. What are the teachers' challenges in teaching speaking to young learners?
2. What are the teachers' strategies in teaching speaking for young learners?

By implementing this formula, researchers hope that the result of the formula can be used as a reflection for the researchers and increase practical strategies for teaching English, especially speaking skills in elementary school.

### **1.3. Operational Definition**

To avoid misunderstandings, the researcher provides several definitions of each terminology in this study, as follows:

1. Teaching Strategies : Teaching strategies are general lesson plans that include structure, student behavior, teaching goals, and outlines of tactics needed to implement the strategies (Sarjan and Mardiana, 2017).
2. Young Learners : Young learners define as school children from the age of 5 – 14 years old (Pinter, 2017).
3. Speaking Skill : Speaking skills are fluency in communication and the ability to process information and language directly (Harmer, 2015).

#### **1.4. Aim of the Study**

This study aims to explore the challenges faced by the teachers and the teachers' strategies in teaching English-speaking skills to young learners at the elementary level.

#### **1.5. Significance of the Problem**

##### **1.5.1. Theoretical Use**

This research will contribute to Kayi's theory and will support other theories concerning to teacher's strategies in teaching speaking to young learners.

##### **1.5.2. Empirical Use**

This research will give empirical insights into students' obstacles in speaking and also teachers' strategies in teaching speaking for young learners.

##### **1.5.3. Practical Use**

###### **a. Teacher**

The findings of this research can assist the teacher to be a creative teacher and increase practical strategies for teaching English in elementary schools, especially in speaking classes.

**b. Readers**

The findings of this research are expected to make readers more excited and motivate them to improve their speaking skills by implementing many strategies to learn and practice speaking.

**c. Other researchers**

The findings of this research can be used by other researchers who want to conduct additional research in the related field.



## CHAPTER V

### CONCLUSION

#### 5.1 Summary of Findings

This research is capable to provide the empirical data about teachers' challenges and teaching strategies in teaching speaking to young learners. After the researcher analyze the observation and interview data, it can be concluded that there are five challenges faced by teachers in teaching speaking skills to young learners, namely lack of vocabulary, self-confidence, missing pronunciation, grammar, and speaking in line. Which challenges that arise and are faced by teachers at each level are different. Teachers at the beginner and intermediate levels face challenges that are still the same as lack of vocabulary, self-confidence, missing pronunciation, and grammar. While the challenges faced by teachers at the advanced level are lack of vocabulary, students' self-confidence, and problems speaking in line. This is because students at the beginner and intermediate levels are still in the early phase of learning English speaking skills, while students at the advanced level have taken longer to learn to speak English, so they are used to it and their speaking skills can be categorized as good.

The researcher also found that strategies that teachers applied at each level are different. At the beginner level, the teacher is applied discussion and

games both offline and online (Quiziz and Wordwall) to teach speaking strategies. Then, the teacher at the intermediate level applied games such as Chinese whisper, describing the picture, Quiziz, Wordwall, Bamboozle, and also drilling to teaching speaking strategies. While teachers at advance level applied discussion, role-play, and describing pictures as teaching speaking strategies. The strategies used are adapted to the material, conditions, and also students' abilities so that they can be followed by students properly.

## **5.2 Recommendation**

Based on the results, the researcher would like to give some recommendations to English teachers especially those who are currently or will teach speaking skills. English is a foreign language in Indonesia, especially speaking skills can be said to be one of the most difficult skills in learning English. Therefore, in teaching speaking the teacher should use strategies that are adapted to the conditions and also the students' abilities. Teachers also have to pay more attention to students, so that teachers can find out the challenges that exist in learning speaking skills. That way the strategy chosen by the teacher must be a strategy that can not only help the teachers to convey material to students but also a strategy that can solve learning problems faced by students and the teachers.

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