

**ENGLISH FOR YOUNG LEARNERS (EYL) TEACHERS'
EXPERIENCES IN TEACHING AND ASSESSING SPEAKING
SKILLS: A NARRATIVE INQUIRY**

A THESIS

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



By:

LISA NASHWA NATANIA

2519085

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN**

2023

**ENGLISH FOR YOUNG LEARNERS (EYL) TEACHERS'
EXPERIENCES IN TEACHING AND ASSESSING SPEAKING
SKILLS: A NARRATIVE INQUIRY**

A THESIS

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



By:

LISA NASHWA NATANIA

2519085

**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
STATE ISLAMIC UNIVERSITY
K.H. ABDURRAHMAN WAHID PEKALONGAN**

2023

SURAT PERNYATAAN KEASLIAN SKRIPSI

Yang bertandatangan di bawah ini:

Nama : Lisa Nashwa Natania

NIM : 2519085

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang berjudul **“EYL Teachers' Experiences in Teaching and Assessing Speaking Skills: A Narrative Inquiry”** adalah benar-benar hasil karya penulis, kecuali dalam bentuk kutipan yang telah penulis sebutkan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya.

Pekalongan, 06 Juni 2023



LISA NASHWA NATANIA
NIM. 2519085

Muhammad Jauhari Sofi, M. A.
Wonowoso 02/02, Karang Tengah,
Demak 59561, Jawa Tengah

NOTA PEMBIMBING

Lamp : 2 (Dua) Eksemplar
Hal : Naskah Skripsi
Sdri. Lisa Nashwa Natania

Kepada Yth.
Dekan FTIK UIN K.H. Abdurrahman
Wahid Pekalongan
c.q. Ketua Jurusan TBIG
di PEKALONGAN

Assalamu 'alaikum Wr.Wb.

Setelah diadakan penelitian dan perbaikan, maka bersama ini saya kirimkan naskah Skripsi :

Nama : Lisa Nashwa Natania
NIM : 2519085
Jurusan : FTIK/Tadris Bahasa Inggris
Judul : English for Young Learners (EYL) Teachers' Experiences
in Teaching and Assessing Speaking Skills to Young
Learners: A Narrative Inquiry

Dengan ini mohon agar skripsi tersebut segera dimunaqosahkan. Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terima kasih.

Wassalamu 'alaikum Wr.Wb.

Pekalongan, 06 Juni 2023

Pembimbing



Muhammad Jauhari Sofi, M.A.
NIP. 19861226 201801 1 001



KEMENTERIAN AGAMA REPUBLIK INDONESIA
UNIVERSITAS ISLAM NEGERI
KH. ABDURRAHMAN WAHID PEKALONGAN
FAKULTAS TARBIYAH DAN ILMU KEGURUAN
Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161
Website: ftik.uingusdur.ac.id email: ftik@uingusdur.ac.id

APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training, Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan, confirms that the undergraduate thesis by:

Nama : **LISA NASHWA NATANIA**
NIM : **2519085**
Judul : **ENGLISH FOR YOUNG LEARNERS (EYL) TEACHERS' EXPERIENCES IN TEACHING AND ASSESSING SPEAKING SKILLS: A NARRATIVE INQUIRY**

Has been examined and approved by the panel of examiners on Thursday, 15th June 2023 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

Examiner I

Dr. M Ali Ghufron, M.Pd.
NIP. 19870723 202012 1 004

Examiner II

Eros Meilina Sofa, M.Pd.
NITK. 19860509 201608 D2 011

Pekalongan, 20th June 2023

Assigned by

Dekan of FTIK Pekalongan



Dr. H. M. Sugeng Sholehuddin, M.Ag.
NIP. 19730112 200003 1 001

ACKNOWLEDGEMENT

Praise be to Allah, the Cherisher and Sustainer of the worlds, my thesis becomes reality and getting many kinds of support from many individuals. Therefore, I would like to extend my sincere gratitude to all of them.

1. This thesis is dedicated to my mother (Almh) Mrs. Yulianty, as a way of thanking her for her love throughout her lifetime and providing me with meaningful emptiness. Through this writing, I would like to say the gratitude to my parents Mr. Sachrul Mu'min and Mrs. Dewi Ristiowati. With your supports, pray, and unconditional love, I am able to finish this thesis.
2. Then, I would like to say my gratitude to my supervisor, Mr. Muhammad Jauhari Sofi, M. A. Thank you for supervising my thesis and letting me to experience this incredible journey in our department.
3. To my spiritual teachers, *abah* KH. Aby Abdillah Ubaid and *umi* Hj. Tutik Alawiyah for your continuous pray, and support.
4. Not forget to mention my gratitude to my fellows English Education Department'19 students.
5. Then, to my friends and roommates in our proud boarding school, Hidayatul Mubtadi-ien, thank you for listening, offering me advice, and supporting me in every steps of this process.
6. Last but not least, Mr. Yuliansyah, I want to thank you for being so nice and sympathetic, and thank you for staying here through this entire process.

MOTTO

"The end and beginning, the beginning and end are connected."

-Min Yoongi

"A smart person only tells half of what he think"

-Maya Angelou

ABSTRAK

Penelitian ini mengeksplorasi pengalaman guru bahasa Inggris dalam mengajar dan menilai keterampilan speaking. Berbicara adalah bagian penting dari penguasaan dan pengembangan bahasa, terutama bagi EYL. Dengan mengkaji pengalaman para guru, penelitian ini bertujuan untuk memberikan kontribusi pada pengetahuan terkini di bidang pengajaran bahasa Inggris, khususnya yang berkaitan dengan EYL. Studi ini menggunakan metode wawancara untuk memahami perspektif guru, karena kisah mereka memberikan wawasan yang kaya tentang perjalanan pribadi dan profesional mereka. Metode pengumpulan data meliputi wawancara, dan observasi kelas. Para narasumber melibatkan dua sampel guru berpengalaman pelajar EYL. Hasil penelitian ini akan menjelaskan berbagai aspek pengajaran dan penilaian keterampilan speaking, termasuk strategi pengajaran, strategi penilaian, dan aspek yang dinilai. Selain itu, guru menghadapi berbagai tantangan dalam menilai keterampilan berbicara, seperti mengevaluasi kefasihan, ketepatan, dan kerumitan, serta memberikan umpan balik yang konstruktif. Secara keseluruhan, penelitian ini akan meningkatkan kualitas pengajaran bahasa Inggris bagi EYL dan mengembangkan keterampilan berbicara dalam lingkungan belajar yang mendukung.

KATA KUNCI: *pebelajar usia dini, kemampuan berbicara, pengajaran berbicara, penilaian berbicara*

ABSTRACT

This research explores the experiences of English young learners' teachers in the context of teaching and assessing speaking skills. Speaking is an essential component of language acquisition and development, particularly for young learner. By examining the teachers' experiences, this research aims to contribute to the existing body of knowledge in the field of English language teaching, specifically concerning young learners. The study employs a narrative inquiry approach to understand the teachers' perspectives, as their narratives provide rich insights into their personal and professional journeys. Data collection methods include in-depth interviews, and classroom observations. The participants involve two purposive samples of experienced English young learners' teachers. The findings of this study will shed light on various aspects of teaching and assessing speaking skills, including teaching strategies, assessment practices, and the influence of contextual factors. Moreover, teachers faced various challenges in assessing speaking skills, such as evaluating fluency, accuracy, and complexity, and providing constructive feedback. Overall, this research will improve the quality of English language education for young learners and develop their speaking proficiency in a supportive learning environment.

Keywords: *young learners, speaking skills, teaching speaking, assessing speaking*

PREFACE

Praises and gratefulness are sent to Allah SWT who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled **“English for Young Learners (EYL) Teachers' Experiences in Teaching and Assessing Speaking Skills: A Narrative Inquiry”** can be completed. It is submitted to English Education Department, UIN K.H. Abdurahman Wahid to fulfill one of the requirements of Sarjana Pendidikan Degree at English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurahman Wahid. This proposed study can be accomplished because of many supports from several people. Therefore, in this occasion I would like to express my sincere gratitude to:

1. The rector of UIN K.H. Abdurahman Wahid and the dean of Education and Teacher Training Faculty
2. The head of English Education Department and Teachers' Training Faculty of UIN K.H. Abdurahman Wahid
3. Muhammad Jauhari Sofi, M.A. as my supervisor who has given me suggestion, guidance and time in writing this research proposal.
4. All lecturers of English Education Department, UIN K.H. Abdurahman Wahid
5. My beloved parents who have given me endless support, prayer, advice and encouragement in writing this research proposal.
6. My dearest people who fight through the journey together since the very beginning.

Pekalongan, 06 June 2023



Lisa Nashwa Natania

TABLE OF CONTENT

COVER	i
LEMBAR PERNYATAAN KEASLIAN SKRIPSI	ii
NOTA PEMBIMBING	iii
APPROVAL SHEET	iv
ACKNOWLEDGEMENT	v
MOTTO	vi
ABSTRAK	vii
ABSTRACT	viii
PREFACE	ix
TABLE OF CONTENT	x
TABLE LIST	xi
CHAPTER I INTRODUCTION	1
1.1. Background of the Study	1
1.2. Formulation of the Problem	4
1.3. Research Objective	4
1.4. Significances of the Research	4
1.5. Operational Definitions	5
CHAPTER II LITERATURE REVIEW	7
2.1. Theoretical Background	7
2.1.1. Characteristics of Young Learners	7
2.1.2. Teaching Speaking for Young Learners	8
2.1.3. Assessing Speaking for Young Learners	13
2.2. Previous Studies	19
2.3. Conceptual Framework	22
CHAPTER III RESEARCH PROCEDURE	24
3.1. Research Design	24
3.2. Research Context	25
3.3. Setting and Participants	25
3.4. Data Collections	25
3.5. Data Analysis	26

CHAPTER IV RESULTS AND DISCUSSION	28
4.1. Results	28
4.1.1 Teaching English speaking skills to young learners	28
4.1.2 Assessing English speaking skills to young learners	33
4.2. Discussion	37
4.2.1 Teaching English speaking skills to young learners	38
4.2.2 Assessing English speaking skills to young learners	42
CHAPTER V CONCLUSION	49
5.1 Summary of Findings	49
5.2 Recommendation.....	50
REFERENCES.....	51
ENCLSOURE.....	53

TABLE LIST

Table 2.1 Oral Proficiency Scoring Categories Grammar	14
Table 2.2 Oral Proficiency Scoring Categories Vocabulary Scoring	14
Table 2.3 Oral Proficiency Scoring Categories Fluency.....	15
Table 2.4 Oral Proficiency Scoring Categories Pronunciation	15
Table 2.5 Oral Proficiency Scoring Categories Task.....	16

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Listening, writing, reading, and speaking are all taught in different ways when learning English. In speaking, teachers should be aware of and comprehend young learners' behavior and characteristics in the teaching-learning process. There are three reasons to teach speaking, according to Harmer (2007:123): (1) Speaking exercises give speakers the chance to rehearse speaking in real-world situations. (2) Speaking exercises can provide feedback to teachers and students during the teaching process. (3) Speaking exercises let students use the many language components that are stored in their brains. Students are expected to become fluent language users by learning how to talk (Soliha, 2019). Speaking can then provide feedback for both teachers and students. It is inevitable that mistakes or errors may be made when speaking. Feedback should be given properly to reduce this situation. Speaking encourages students to be active learners and explore their cognitive abilities. Speaking can encourage students to use their minds more actively, creatively, and independently (Curtain & Dahlberg, 2010).

Teaching English to young learners is one method that may be used to help youngsters learn English more effectively. According to Brown (2000), teaching language at a young age makes it simpler to get higher results and have stronger English abilities. In many nations, English is

required in the early elementary grades (Garton et al., 2011). Teaching speaking to young learners is very important in today's era (Seamolec, 2006 in (Pratama & Awaliyah, 2016)). It backs up the assumption that the optimal time to practice English is throughout childhood. Researchers have found a variety of strategies to increase speaking and teaching. It is strongly advised that EYL teachers employ a variety of teaching tools in the classroom. The utilization of teaching aids in the classroom, including pictures, images, PowerPoint presentations, and many others, is significant. Teaching aids can engage students with the subject matter, clarify language meaning and construction, and increase their interest in what they are learning. It takes greater ingenuity on the part of the instructor to create engaging lessons for young students learning English. Young learners differ slightly from teenagers and adults in their learning styles. They require instructional materials that are engaging, enjoyable, encourage activity, and make them joyful. It will be challenging to teach and assess young learners who are prone to making mistakes. Speaking activities are difficult for young learners because they have unique qualities, as is well known. Speaking evaluations for young learners should also be carefully prepared and executed.

However, the other problem is connected to the evaluation done by EYL teachers. As we all know, assessments are a crucial part of teaching and learning and must include performance-based assessments, student assessments, and portfolios. The extent to which the planned study's aim

has been attained or implemented may also be evaluated and measured by teachers. Additionally, it can monitor how young students progress in their education. One of the most challenging duties is assessing the achievement of young learners, and evaluation may be necessary in particular scenarios and settings, depending on how the scope is defined. Assessment is required in education because we, as instructors, are required to produce a result or an adequate score as a measure of the learning process that has happened. It is the collection and evaluation of data that is used to assist instructors in making better decisions in order to increase students' learning. However, according to David Miller (2009:26), it is the systematic process that is vital in teaching. And it begins with identifying learning objectives and assessing how far those objectives have been accomplished. In the classroom, assessment is far more explicit and concentrated.

Based on these issues, the researcher decides to investigate teachers' strategies for teaching and conducting speaking assessments for young learners. This study wants to explore more about EYL teachers' experiences in teaching and assessing speaking skills. The researcher is interested in conducting the research with the EYL teachers as the subject because the researcher wants to explore more about the subject in order to find out what the teachers experienced when they faced difficulties and found strategies for teaching and assessing speaking. This study examines three prior studies that focus on EYL teachers' experiences teaching and

assessing speaking skills. The distinction between the three prior studies that I used as the major reference for my research is that each solely focuses on one topic. Two earlier studies concentrated on teaching, whereas the third focused on assessing. The researcher wants to explore more about the subject in order to find the experience when the teachers are faced the difficulties and found the strategies in teaching and assessing speaking.

1.2 Formulation of the Problem

The following questions can be used to formulate this researcher's problems:

1. What are the teaching strategies used by EYL teachers in teaching students' speaking skills?
2. What are the criteria assessed and assessing strategies used by EYL teachers in assessing students' speaking skills?

1.3 Research Objective

Based on the research problem above, the objectives of the study are as follows:

1. To identify how are the strategies used by EYL teachers in teaching.
2. To identify how are the strategies used and what by EYL teachers in assessing speaking.

1.4 Significances of the Research

The significances of this research are explained as follows:

- 1. Theoretical significance:** The research offers the experience of teaching and evaluating speaking skills techniques in the narrative inquiry domain,

which adds new ideas to the department of English Education's discovery of new knowledge.

2. **Empirical significance:** This study will give the empirical insights about the experiences of EYL teachers in teaching and assessing speaking skill. The experiences include difficulties, obstacles, uniqueness, and how they overcome it all.
3. **Practical significance:** This research provides readers with information regarding EYL teachers' experiences.

1.5 Operational Definitions

Some key terms in this research are briefly defined as follows:

1. **Young learners** can range in age from toddlers to adults. Anyone between the ages of three and eighteen is qualified. Children in elementary school between the ages of 6 and 12 are considered young learners. They are divided into two groups: the younger group includes aged 6 to 8, and the older group includes aged 9 to 12 (Curtain & Dahlberg, 2010).
2. **Speaking** is a means of applying the appropriate words to express objectives or thoughts. Richards and Renandya (as cited in Sartipa, 2019) stated that speaking is a component of communication "Speaking is a neglected language skill in many classroom students has a high command of grammar and a vast vocabulary," Baker and Westrup (2003:5) concluded. It implies that speaking skill, particularly in English, can be measured via speaking practice and is highly helpful for a person's performance in any circumstance or situation in real life.

3. **Teaching speaking** is a method of assisting students in gaining information from the environment system that is useful to enlighten, persuade the goal, convey the concept, communicate, and engage with a human being in daily activities.
4. **Assessing speaking** skills is in clarification of this task there are five categories expresses are: imitative, intensive, responsive, interactive, and extensive (monologue).

CHAPTER V

CONCLUSION

5.1 Summary of Findings

Finally, Teaching and assessing speaking skills for young learners is a complex and multifaceted process that requires careful planning, effective instructional strategies, and thoughtful assessment methods. Through this research, we have explored various aspects related to the teaching and assessment of speaking skills in the context of young learners. The findings of this research are summarized as follows:

Teaching speaking is one of the key components of the teaching and learning process. When focusing on speaking abilities, it is critical to use a communicative and interactive teaching style. Creating a supportive and engaging learning environment that allows young learners to actively participate in conversations, discussions, and role-plays can help them dramatically improve their public speaking skills. Teachers may give young learners plentiful chances to practice and use their spoken language abilities by combining a variety of communicative activities such as pair work, group conversations, and real-life simulations.

A balanced approach is required when evaluating speaking abilities. Combining formative and summative assessment procedures can give a thorough knowledge of the progress of young learners. Formative assessments, such as peer evaluations, and self-assessments, provide instant feedback and allow for continuing instructional modifications. Summative evaluations, such

as oral presentations or interviews, offer an overview of learners' overall ability and aid in identifying areas for further development.

5.2 Recommendation

The researcher would like to make some recommendations for future research in order to investigate teaching and assessing strategies for English speaking skills with young learners more thoroughly by recruiting more participants and examining how these teaching and assessing strategies can affect students who are successful in their English speaking skills.

REFERENCES

- Anjaniputra, A. G. (2013). *Teacher's Strategies in Teaching Speaking to Students at Secondary Level in Sumedang*. Journal of English and Education 2013, 1(2), 1-8.
- Brown, G., & Yule, G. (2000). *Teaching Spoken Language: Approach based on the Analysis of Conversational English*. Cambridge: Cambridge University Press.
- Brown, H. D, & Abeywickrama, P. (2010). *Language assessment: Principles and classroom practices*. Pearson Education.
- Brown, H. D., & Lee, H. (2015). *Teaching by principles: An interactive approach to language pedagogy*. Pearson.
- Brown, H. D. (2004). *Language Assessment Principles and Classroom Practices*. Longman
- Bryant, Antoni. (2017). *Grounded Theory and Grounded Theorizing*. New York: Oxford University Press
- Bryne, D. (2010). *American English: History, structure, and usage*, Cambridge, UK: Cambridge University Press
- Cameron, Lynne. (2001). *Teaching Languages to Young Learners*. United Kingdom : Cambridge University
- Dornyei, Z. (2001). *Motivational strategies in the language classroom*. Cambridge: University Press.
- Garton, S., Copland, F., & Burns, A. (2011). *Investigating Global Practices in Teaching English to Young Learners*. www.britishcouncil.org
- Gill, A. K., & . K. (2017). *Teaching Approaches, Methods and Strategy*. Scholarly Research Journal for Interdisciplinary Studies, 4(36). <https://doi.org/10.21922/srjis.v4i36.10014>
- Harmer, J. (2015). *The practice of English language teaching*. Pearson
- Hutagaol, Novi Nurhidayah and Maya Oktora, S.Pd., M.Hum. (2022) *Teacher's Strategies In Conducting Speaking Assessments*. EYL Journal of English Language Teaching of FBS-Unimed Vol(11)1.
- Ikawati, Yeni. (2017). *Childrens' Cognitive Development and VAK Learning Styles : Teaching Strategies for Young Learners*. The second TEYLIN International Conference. State University of Semarang.

- Larsen-Freeman, D. (2000). *Techniques and Principles in Language Teaching*. London: Oxford University Press.
- Madani. (2019). *Authentic Assessment of Speaking Skills in EFL Class*. Bengkulu: IAIN Bengkulu
- Maulidar, K., Gani, S. A. and Samad, I. A. (2019). *Teacher's Strategies in Teaching Speaking for Cadets*. English Education Journal (EEJ), 10(1), 80-94.
- McKay, Penny. (2006). *Assessing Young Language Learners*. United Kingdom : Cambridge University
- Moleong, L, J. (2010). *Metodelogi Peneliatan kualitatif*. Bandung: Remaja Rosda Kaya.
- Nunan, D. (2006). *The Self Directed Learning. Managing The learning Process*. New york. Cambridge university Press
- Nunan, D. (2010). *Teaching english to young learners*. Anaheim university press.
- Nunan, D. and Bailey, K. M. (2009). *Exploring Second Language Classroom Research: A Comprehensive Guide*. Heinle Cengage Learning.
- Pratama, Erik Yuda and Yani Awaliyah. (2016). *Teacher's Strategies in Teaching Speaking to Young Learners*. LPPM Universitas Ibn Khaldun. Bogor.
- Rahmi, S. (2017). *Types of corrective feedback used by four lecturers on students' speaking performance*. IAIN Batusangkar. Inovish Journal, Vol. 2, No. 2.
- Sanchez, L. (2016). *Fostering The Speaking Skill Through Task Based Learning In Efl With Third Graders*. Universidad Libre. Bogota.
- Soliha, I. A.(2019). *Speaking assessment based on the 2013 curriculum from English teachers and their perception*. MELTC.
- Utari, Astri Yuniar Sri. (2014). *EYL Teachers Strategies in Conducting Speaking Assessments(A qualitative research in five English Course in Bandung)*. Bandung : Indonesia University of Education.
- Ytreberg, L. H and Scott, W. 2004. *Teaching English to Children*. England: Longman