TEACHER'S STRATEGIES AND CHALLENGES IN TEACHING SPEAKING FOR YOUNG LEARNERS
(A Qualitative Study of Teachers at SDN Rejang Lebong and SDIT Rejang Lebong)

THESIS

**This thesis is submitted to fulfill
the requirement for 'Sarjana' degree
in English Tadris Study Program**

By:

**NURJANAH
NIM. 18551044**

**ENGLISH TADRIS STUDY PROGRAM
FACULTY OF TARBIYAH
STATE ISLAMIC INSTITUTE OF CURUP
2023**

Hal:Pengajuan Skripsi

Kepada

Yth. Bapak Rektor IAIN Curup

Di Curup

Assalamu'alaikum Warahmatullahi Wabarakatuh

Setelah mengadakan pemeriksaan dan perbaikan seperlunya maka kami berpendapat skripsi saudari Nurjanah IAIN Curup yang berjudul: **"Teacher's Strategies and Challenges in Teaching Speaking for young learners"** Sudah dapat diajukan dalam sidang munaqasyah Institut Agama Islam Negeri Curup (IAIN) Curup.

Demikian permohonan ini kami ajukan, terimakasih.

Wassalamu'alaikum Warahmatulahi Wabarakatuh

Curup,   July 2023

Advisor

Jumatul Hidayah ,M.Pd
NIP.197802242002122002

Co-Advisor

Sarwo Edy ,M.Pd
NIDN.2007068102

THE STATEMENT OF OWNERSHIP

The writer who sign below:

Name   : Nurjanah

Nim   : 18551044

Facultas   : Tarbiyah

Prodi   : TBI(Tadris Bahasa Inggris)

State that the thesis is entitled **"Teacher's Strategies and Challenges in Teaching Speaking for Young Learners"** This statement is made true, if in the next day there any mistake the writer ready to accept the punishment or other criticism from IAIN suitable with its regulation.

Curup, July 2023

Writer

Nurjanah
18551044

iii

A P P R O V A L

Nomor : 2 344 /In.34/F.TAR/I/PP.00.9/ /2023

Name	:	Nurjanah
NIM	:	18551044
Departement	:	English Tadris Study Program
Title	:	Teacher's Strategies and Challenges In Teaching Speaking for Young Learners

Has been examined by examining board of the English *Tadris* Study Program of Institut Agama Islam Negeri (IAIN) Curup, on:

Day / Date	:	Thursday, August 10th 2023
Time	:	11.00 – 12.30 p.m
At	:	Room 4 Munaqosyah Building IAIN Curup

Has been received to fulfill a partical requirements for the degree of Strata 1 in English *Tadris* Study Program of Tarbiyah Faculty IAIN Curup.

Examiners

Head

Jumatul Hidayah, M.Pd.
NIP. 19780224 200212 2 002

Secretary

Sarwo Edy, M.Pd.
NIDN. 2007068102

Examiner I

Dr. Sakut Ansori, S.Pd.I. M. Hum.
NIP. 1919811020 200604 1 002

Examiner II

Henny Septia Utami, M.Pd
NIDN. 2016098903

Dean
Faculty of Tarbiyah

Prof . Dr. H. Hamengkubuwono, M. Pd.
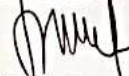NIP. 19650826 199903 1 001

PREFACE

Firstly, praise is due to Allah SWT the most merciful and the most beneficent for blessing and mercy who given to the researcher to finish this proposal successfully. Secondly, peace and salutation always be given to our prophet Muhammad SAW who has guided us from the darkness to brightness. This proposal entitled **" Teacher's Strategies and Challenges in Teaching Speaking for Young Learners"**.

The purpose of writing this research proposal is to complete one of the requirements for the S-I English Tadris Study Program. The Faculty of Tarbiyah and Teacher training at The State Islamic Institute (IAIN) Curup. The researcher hopes that this proposal will be useful for readers and other interested parties , and can be used as a reference for future researchers.

Curup,   July 2023

Writer

Nurjanah
NIM.18551044

ACKNOWLEDGEMENT

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Assalammu'alaikum Warahmatullahi Wabarakatuh

Alhamdullilahirabbil'alamin all of praises just for Allah SWT who has given the mercy,blessing, and guidance for the researcher,so the researcher can finish the research. Peace and salutation are always be given to Prophet Muhammad SAW and all of his family and followers who has been great for all of muslim I this word. This thesis entitled **" Teacher's Strategies and Challenges in Teaching Speaking for Young Learners"**. is presented in partial fulfilment of the requirement for the degree of Strata 1 in English Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contributions,guidance,support,and motivation from others. In this chance, the researcher would like to express her deepest gratitude to:
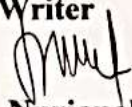
1. **Prof.Dr. Idi Warsah, M.Pd.I** as the chairman of IAIN Curup.

2. **Prof.Dr.H.Hamengkubuwono,M.Pd** as the Dekan of Faculty Tarbiyah

3. **Jumatul Hidayah,M.Pd** as the Head of English Tadris Study Program thanks for the guidance and helping

4. My co-advisor **Sarwo Edy,M.Pd** who gave the researcher guidance,support and suggestion in finishing this thesis and also in finishing my study.

5. **All of the lecturers** of English Study Program in IAIN Curup thanks for support,suggestion and advices.

6. **My Father and my Mother** who have been pleased to give everything during the study and compile this thesis at IAIN Curup.

7. All of my friends of English Study Program of IAIN Curup.

Finally, the researcher needs constructive suggestions for being perfect researcher in the future.Hopefully, the result of this reearch will give beneficial constribution to the development of education in education in English Study Program and other school. For acknowledment above, and those who are not mentioned, may Allah SWT give them the reward. Aamiin.

Wassalammu'alaikum Warahmatullahi Wabarakatuh

Curup,   July 2023

Writer

Nurjanah
NIM.18551044

Motto And Dedication

"Whoever goes out to seek knowledge, then he will be in the way of Allah until he returns."

"As long as there is faith, everything will be possible"

"I can accept failure, but I can't accept anything that I never tried."

"Fear is a prison called failure. Conquer fear because success is the right of the brave."

"You shouldn't give up on anything that happens to you. I mean, you should use whatever happens to you as a tool to move up, not down."

This thesis is dedicated to:

❖ My amazing and loving family, the greatest man ever, my father **Kamidi** the most patient and beautiful woman ever, my mother **Supartini.**

❖ My beloved brother, **Dika Setiawan and Bayu Saputra** who always supports and motivates me.

❖ My biggest mentor **Jumatul Hidayah, M.Pd**. who always give me motivation, advice, guidance, in completing my studies at IAIN Curup.

❖ My Best Tutor **Sarwo Edy, M.Pd,.** Who always gives me motivation, support, guidance in completing this thesis and also in completing my studies.

❖ My lecturer is **Meli Fauziah, M.Pd, and Dr.Eka Apriani,M.Pd** who always provides motivation and support.

❖ My lecturer and validator **Nastiti Handayani, M.Pd**, who always provides motivation and support.

❖ Lecturers of English Tadris Study Program IAIN Curup whom I love for their support, suggestions and advice.

❖ All students of TBI 2018 English Language Study Program IAIN Curup.

❖ My friends **(Novi agnes paramitha, Mita Apriyani,Wiwit,Nova agnes and Riski Kurnia Putri)** thank you for always sharing information and supporting me.

❖ All my Organizations: **Ldk,Ikammura**.

ABSTRACT

Nurjanah, 2023 : **"Teacher's Strategies and Challenges in Teaching Speaking forYoung Learners"**.

Advisor : Jumatul Hidayah, M.Pd

Co- Advisor : Sarwo Edy , M.Pd

The purpose of this study was to find out the teacher's reflection on the strategies used, to find out the challenges and how the teacher overcomes the challenges faced when teaching English for young learners. To be able to achieve a learning goal, teaching English speaking to young learners must be effective and interesting. But in fact, teaching speaking to young learners is a skill that is quite difficult for English for young learners teachers to teach. Therefore, this study tries to find out the strategies used by teachers, the challenges faced. The research method in this research is a qualitative descriptive method. Data were obtained from eight English teachers in SDN Rejang Lebong and SDIT Rejang Lebong. The instruments used to collect data were observation checklist field notes and interview guidance. In addition, the data analysis used is data reduction, data display, and conclusions. The results of the research showed that the teacher used three strategies to teach English speaking in young learners' classes including picture narrating and picture describing. There are several challenges in teaching speaking for young learners, experience by English Teacher A until H such as lack vocabularies and lack motivation,missing pronunciation,reluctant students,students lack confidence,pronunciation problem,but the eight teachers few experienced challenges, namely challenges of nothing to say and students not want to speak english.

Keywords: Challenges, English speaking, teaching strategies, young learners

TABLE OF CONTENT

LIST OF TABLE

CHAPTER I

INTRODUCTION

A. Background of the research

Teaching English for young learners is a method that can be applied to make children have better English. In line with Brown, stated that teaching language at a young age is easier to get a better result and have more English skills. In early primary grades in many countries, English is a compulsory subject. It confirms up the claim that the best period to practice English is in early childhood. Speaking is one part of language.[1] In this case, teaching English to young learners is a challenge when teaching them, like speaking, speaking in English is very important to learn. In English, speaking skills are very important to learn, because speaking is a form of human communication that is extremely significant in today's world. Speaking is a collaborative process of creating meaning, absorbing information, and digesting it. Teaching speaking to young learners is very important in today's era. Therefore, speaking for young learners needs to be taught. According to their ages, there are four types of young learners in this situation: first, preschoolers, who are often still in kindergarten. These children range in age from two to four. Second, primary students aged 5-7 years. Third, intermediate students aged 8-10 years who are formally enrolled in elementary school, and finally, early

---

[1] Brown. (2013). Teacher's Strategies in Teaching Speaking To Students At Secondary Level. Journal of English and Education, 1(2), 1–8.

adolescent students aged 11-14 years who are formally enrolled in junior high school. Teaching speaking to young learners according to Handayani is an effective way, however it should be remembered that teaching young learners is not easy, therefore, in preparing for learning, such as speaking, teaching strategies for young learners are needed. This teaching strategy is a very complex teaching and learning activity, which involves teachers and students, in applying speaking teaching strategies to young learners, then professional teachers can increase knowledge related to the subject.[2]

As aforementioned above , it is clear that the instructor plays a crucial part in the relationships between the pupils. When they enjoy and are interested in the lesson and English material, and when it is appropriate for the instructor, the pupils will be able to learn it easily. Contrarily, kids find it difficult to study and comprehend the lesson when they are bored, and they may even try to avoid it for a variety of reasons.

In dealing with this issue, the teacher has a duty and responsibility to make an effort to select the most relevant ways to impart in order to increase the students' enjoyment and engagement in their educational activities. It should be expected that the study activities can be engaging and appealing to the pupils in a variety of ways.

In addition, SDN 1 Rejang Lebong, SDN 2 Rejang Lebong, SDIT Khoiru Ummah and SDIT Rabbi Radhiyah Rejang Lebong are SDN in Curup, Rejang Lebong, where have English subjects, but from English

---

[2]Handayani, U. D. (2019). English Teacher's Strategy in Teaching Speaking (Vol. 8, Issue 5).

lessons as speaking, therefore, the teacher have the right strategy in teaching speaking especially for young learners. Based on some information and observations made by the research, it turned out that the researchers chose SDN 1 Rejang Lebong, SDN 2 Rejang Lebong, SDIT Khoiru Ummah and SDIT Rabbi Radhiyah Rejang Lebong in teaching speaking for young learners to study, because which is school with good english and also won several championship in English competitions and also because teachers who teach English have suitable strategy for young learners and have specific strategy also make children active when English lessons are shot.

A teacher must have the appropriate teaching method in place in addition to being able to accomplish successful and efficient teaching and learning objectives. In the course of teaching English. Teacher's strategies at SDN 1 Rejang Lebong, SDN 2 Rejang Lebong, SDIT Khoiru Ummah and SDIT Rabbi Radhiyah Rejang Lebong in teaching speaking for young learners are various forms of planning used by teachers to teaching the hope of achieving a learning goal. It means, to be able to achieve an effective learning goal, the teacher must be able to choose the right strategy in teaching. Currently, in speaking class of young learners, each teacher has used various strategies to help students speak in the speaking class, such as repetition, role-play, brainstorming, watching videos, games and storytelling. There are still some students who didn't try, even have difficulty, and are insecure to speak. To be relevant to their requirements

and interests, the adopted strategy must be of paramount importance. Therefore, the purpose of this study is to ascertain the methods employed by the teachers and the difficulties encountered when imparting speaking instruction to young students.[3]

Why is this research important to do? Because SDN 2 Rejang Lebong had won 2nd place in a story telling competition and also won 1st place in a speech competition at the Lubuk Linggau city level, South Sumatra.

SD it Khoiru Ummah also won 1st place in story telling and 1st place in speech and there are six teachers who teach English at SDIT Khoiru Ummah.

SDN 1 Rejang Lebong to conduct the research because the teacher who teach English can make children active when English lesson.

SDIT Rabbi Radhiyah also won story telling and speech in a story telling competition

Researchers conducted observations. Based on initial observations, such as SDN 1 Rejang Lebong, SDN 2 Rejang Lebong, SDIT Khoiru Ummah, SDN Rabbi Radhiyah Rejang Lebong, some of these elementary schools use the 2013 curriculum.

Based on all of the explanations above the researcher want to know, what a strategy used from the teacher of SDN 1 Rejang Lebong, SDN 2 Rejang Lebong, SDIT Khoiru Ummah and SDIT Rabbi Radhiyah Rejang Lebong in teaching speaking for young learners?. So, the researcher is

---

[3] 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 Handayani, U. D. (2019).

interested in conducting the study to find out the strategies used from the teacher and challenges when teaching speaking for young learners, by conducting a study entitled**: "Teacher's Strategies and Challenges in Teaching Speaking for Young Learners".** The purpose of this study is to look into teacher's who teach at SDN 1 Rejang Lebong, SDN 2 Rejang Lebong, SDIT Khoiru Ummah and SDIT Rabbi Radhiyah Rejang Lebong in teaching speaking for young learners?. So, the researcher only focused on the study of the Teacher's Strategies and Challenges in Teaching Speaking for Young Learners.

B. Research Questions

From the statement above, these research questions can be formulated as follows:

1. What are strategies used by English Teachers at SDN 1 Rejang Lebong, SDN 2 Rejang Lebong, SDIT Khoiru Ummah and SDIT Rabbi Radhiyah Rejang Lebong in teaching speaking for young learners?

2. What are challenges in teaching speaking for young learners at SDN 1 Rejang Lebong, SDN 2 Rejang Lebong, SDIT Khoiru Ummah and SDIT Rabbi Radhiyah Rejang Lebong in teaching speaking for young learners?

C. Objective of the research

Based on the research questions of the study, the objectives of the study are:

1. To know strategies used by the English teacher in teaching speaking at SDN 1 Rejang Lebong, SDN 2 Rejang Lebong, SDIT Khoiru Ummah and SDIT Rabbi Radhiyah Rejang Lebong in teaching speaking for young learners?

2. To know the challenges by English Teacher in teaching speaking at SDN 1 Rejang Lebong, SDN 2 Rejang Lebong, SDIT Khoiru Ummah and SDIT Rabbi Radhiyah Rejang Lebong in teaching speaking for young learners?

D. Definition of key terms

1. **Teacher's Strategies**

    Teacher's strategies refer techniques that teacher's use during teaching, in general it is known that teachers' strategy in teaching is a form of technique used for the learning process of their students, the coach chooses for what strategy the teacher will use according to the topic being studied, the level of student expertise, and the student learning stage.

2. **Speaking**

    The four language skills include speaking (reading, writing, listening and speaking). It is a method through which students may interact with others to accomplish particular objectives or to convey

their thoughts, intentions, hopes, and viewpoints. Additionally, a person who understands a language is referred to as a "speaker" of that language. Speaking is also the language ability that is utilized the most in practically all contexts. Speaking is utilized in communication more than twice as frequently as reading and writing.[4]

3. Young Learners

Young Learners are divided into four categories based on their age. The first is pre-school pupils, who are often still in kindergarten. Second, elementary school pupils aged 5-7 years old. Third, intermediate kids between the ages of 8 and 10 who are properly enrolled in elementary school. Fourth, early teenage pupils between the ages of 11 and 14 who are formally enrolled in junior high school. Based on the statements above, young learners refer to those who take the kindergarten program in particular institutions. Young learners are youngsters under the age of six who have not yet begun compulsory schooling and have not yet read. However, in our country (Indonesia), children as young as six years old have started school and can read.[5]

4. Teacher's Challenges

Teacher's challenges are the barriers and hardships teachers face in successfully teaching students in classroom. teacher's which educates students so that they can have good knowledge and character and a good attitude, with the role of the teacher's being very important, the

---

[4] Rivers, Definition of Speaking and English Teacher's Strategy in Teaching Speaking (2018).
[5] Siswanto, A. (2017). Teaching English to Young Leaners: A Reflection Form Englaoshi Community.

teacher must be able to overcome various challenges in the learning process such as speaking and how to speak English in front of the class, in this case the challenges faced by the teacher must be able to understand student's learning abilities in speaking and provide motivation to students who have difficulty learning speaking.

E. Delimitation of the research

Delimitation of the research is focused on the area of finding out the strategies used by English teacher and the challenges in teaching speaking at SDN 1, SDN 2, SDIT Khoiru Ummah and SDIT Rabbi Radhiyah. In this research is delimited on English Teachers, it consists of eleven teachers, but the sample of this research use random sampling, so only eight teachers.

F. Significance of the research

The researcher hopes that the readers will find this material useful. The relevance of this work is separated into two components, theoretical and practical, as follows:

1. Theoretically

   The study's findings can help SDN 1, SDN 2, SDIT Khoiru Ummah and SDIT Rabbi Radhiyah teachers better understand the difficulties they face while attempting to teach speaking in English.

2. Practically:

   1. For teacher: It is possible to consider knowing the tactics employed by the instructor and the difficulties encountered when teaching speaking SDN 1, SDN 2, SDIT Khoiru Ummah and SDIT Rabbi Radhiyah.

   2. For the researcher: The findings of this study have the potential to better understanding of teacher tactics and obstacles while teaching speaking SDN 1, SDN 2, SDIT Khoiru Ummah and SDIT Rabbi Radhiyah.

   3. For the reader: The findings of this study might be utilized as references for individuals who desire to undertake research on teacher tactics and problems when teaching speaking.

CHAPTER II

LITERATURE REVIEW

1. **Teaching Speaking for Young Learners**

    Communication effectiveness is the main focus of speaking instruction for young students. Young Learners should be able to communicate effectively while utilizing their existing level of skill. They should endeavor to follow the social and cultural norms that apply in each communication setting in order to avoid miscommunication caused by poor pronunciation, grammar, or vocabulary. Voting on ideas in this regard that are especially relevant to the teaching of speaking to young learners is worthwhile. According to this definition, teaching speaking involves instructing students on how to produce English speech sounds and sound patterns. Use the second language's rhythm, intonation, and stress in your phrases and sentences. Choose the right words and phrases based on the suitable social environment, audience, circumstance, and topic matter, assemble their ideas in a clear and logical order, use language to communicate your ideas and opinions, Fluency is the ability to use a language swiftly, confidently, and with few awkward pauses. Teachers can utilize a balanced activities strategy that includes language intake,

organized output, and communicative output to aid students in increasing communicative efficiency in speaking. [6]

First, language input includes instructor speech, listening exercises, reading passages, and language that students hear and read outside of class. It provides students with the resources they need to start speaking and writing in their own languages. Language input might be either form- or content-focused.

Second, output that is organized emphasizes proper form. Students may have alternatives for replies in structured output, but each option calls on them to use the particular form or structure that the instructor has just established. The goal of structured output is to help learners feel confident delivering freshly introduced specialized language objects, often in conjunction with previously acquired things. Structured output activities are frequently used by teachers to move students from the presenting stage of a lesson plan to the practice stage. Exercises from textbooks are frequently effective practice activities for organized output.

In the third type of communicative output, the primary goal of the learners is to finish a job, such as gathering data, making trip arrangements, or producing a film. They are free to utilize whatever additional vocabulary, grammatical rules, and communication techniques they are

---

[6] Richards, J.C. (2008). Teaching listening and speaking: From theory to practice. Cambridge: Cambridge University Press.

familiar with in addition to the language the teacher just introduced to complete the job. The ability of the learner to effectively communicate is the main success factor in communicative output activities. Unless the lack of accuracy affects the message, accuracy is not a factor.[7]

2. Characteristics of Young Learners

Young learners are defined as pupils between the ages of three and eight, with the maximum age range for young learners being five to fourteen. She suggests, however, that categorizing students by their age is not a significant factor when teaching language to young students. When teaching language to young students, the first concern should be to remember that each kid is unique and that they have significant internal distinctions, such as cultural disparities. Paul continues by saying that every child should have the opportunity to realize their potential—both as learners and as individuals— and to join a genuinely global society with an open mind. Harmer further divides the traits of young learners into the following categories:

Despite not understanding specific words, kids react to meaning. Instead of learning directly, they frequently do so informally. They understand not only via explanation but also by what they see, hear, and, most importantly, have the opportunity to touch and engage with. It is challenging for them to understand abstract ideas like grammatical rules.

---

[7] Richards, J.C. (2006). Communicative language teaching today. Cambridge: Cambridge University Press.

They typically exhibit a passion for learning and an interest in the world around them. They also have a need for the teacher's individual attention and approval. They are eager to talk about themselves and do well in learning situations where the focus of the lesson is on themselves and their own lives. They can easily become bored since they have a short attention span and are easily distracted. Different teaching strategies for young learners have been created extensively based on such classifications. The special demands of the young learners are typically associated with the discovery of an effective technique.[8]

3. **Strategies in Teaching Speaking to Young Learners**

Since young learners are less self-conscious than adult learners, teaching speaking to them may be quite gratifying. The learners must grasp vocabulary, pronunciation, structure, and function in order to express themselves, which is a challenge for the teachers. According to Cameron, young learners will learn and be taught mostly orally. She also suggests the following two concepts for instructing young students: Meaning must come first, as children cannot gain discourse skills in a language they do not comprehend. Children must develop their knowledge and abilities for involvement as well as participate in dialogue. It implies that the young

---

[8] Linse, C. T. (2005). Characteristics English language teaching: Young learners. New York: McGraw-Hill.

students should take part in a scenario where they may practice conversing with actual people for actual goals.

According to Graham-Marr, some of the speaking abilities that should be taught in the classroom include fluency, phonological clarity, techniques, the ability to generate language chunks, appropriateness (register), comprehension of elliptical forms, and the usage of linked devices. The aforementioned argument suggests that in order to make learning interesting for young learners, teaching speaking should be based on their qualities. English rhythm and stress patterns can be taught by utilizing song and cants. Diyanti supports the following eleven initiatives to encourage speaking:

1. Discussion

   A conversation might be held for a variety of reasons following a learning with a specific topic. In their discussion groups, the students can try to come to a conclusion, share thoughts about an incident, or come up with a solution. The teacher must establish the goal of the discussion activity prior to the discussion. In this way, the topics for conversation are pertinent to this goal, preventing students from wasting time chit-chatting about other topics.

2. Simulations

   Role plays and simulations are quite similar, however the latter are distinguished by their greater level of complexity. To create a realistic setting in simulations, students might bring props to class. If a student

is playing the part of a singer, she may bring a microphone and sing, for example. the teacher provides material and invites students to understand the material in their learning, students will develop their ability to learn to speak and interact

3. Role Play

Students act out numerous social situations and play a range of social roles. The teacher provides the students with information during role-playing exercises, such as their identities and thoughts and feelings. So the instructor can say to the pupil, "You are David, you go to the doctor and tell him what occurred last night.

4. Brain Storming

In a constrained amount of time, students can generate thoughts about a specific topic. Either solo or group brainstorming is efficient, as students come up with ideas quickly and freely. The benefit of brainstorming is that students are not held accountable for their ideas, which encourages them to share new ones.

5. Storytelling

Students may tell their peers their own stories or simply recount a narrative or story they have already heard from someone. Telling stories encourages original thought. Additionally, it assists pupils with expressing concepts at the beginning, middle, and finish of a tale, along with the necessary characters and backdrop.

6. Information Gap

    Students are expected to collaborate in pairs to complete this task. One student will have knowledge that the other partner does not, and the partners will exchange knowledge. Activities that fill in information gaps might be used to gather data or solve problems. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need.

7. Interviews

    Students may interview numerous individuals about particular themes. Although it is a good idea for the teacher to provide students a rubric so they know what questions to prepare or what direction to go, students should prepare their own interview questions. Each student may then present their research to the class following interviews. Additionally, students can "introduce" their partners to the class and conduct interviews with one another.

8. Story Completion

    In order to facilitate this practice, a teacher begins by recounting a narrative but pauses after a few phrases. Then, beginning where the last student left off, each student begins to narrate. There should be four to ten more sentences added by each student. Students can create fresh characters, scenarios, and other elements. Reporting Students are

required to read a newspaper or magazine before class, and they then report to their classmates what they think is the most fascinating news. Before class, students might also discuss whether they have had any noteworthy experiences in their own lives.

9. Playing Cards

    Students should create groups of four in this game. Each suit will symbolize a different theme. Diamonds, for example, signify gaining money; hearts, love and relationships; spades, a memorable memory; and cards, the finest instructor. Each group member will select a card. Then, for each topic, each student will write 4-5 questions to ask the other students in the group. Here are some possible questions if the topic "diamonds: making money" is chosen: Do you value money in your life? Why? Alternatively, what is the simplest approach to get money? What are your thoughts on the lottery? Etc. However, the instructor should make it clear at the outset of the exercise that students are not permitted to prepare yes-or-no questions since by answering affirmatively or negatively, pupils receive minimal experience in speaking. Instead, they ask each other open-ended questions that need full responses.

10. Picture Describing

    Students can create groups for this task, and different pictures are supplied to each group. Following group discussion, a representative

from each group introduces the image to the class as a whole. The learners' creativity, inventiveness, and public speaking abilities are all encouraged by this practice. Determine the variations Students can work in pairs on this task, and each pair is given two distinct photographs, such as one of football-playing guys and another of tennis-playing girls. Students in pairs talk on the images' similarities and/or differences.

11. Picture Narrating

This exercise is built around a series of photos. Students are required to use the criteria supplied by the teacher as a rubric to narrate the tale that is depicted in the sequential photos. The language or sentence patterns they must employ when narrating might be included in the rubrics. Techniques for Teaching Young Learners to Speak.[9]

---

[9] Diyanti, Y. (2006). Teaching listening and speaking to young learners. Faculty of Language and Arts. Universitas Negeri Yogyakarta. Teachers Training Module. Graham-Marr, A. (2004).

4. Challenges in Teaching Speaking for Young Learners

According to authorities, data from the observation sheet and interview, and data from the instructor, the following difficulties were encountered during teaching speaking:

1. Students that are unwilling to participate in class activities are shy and do not feel comfortable and confident speaking, according to Richards. The students' nervousness and fear of making mistakes, the topics' lack of interest, the unfriendly environment in the classroom, and the listeners' unhelpful comments are some other factors that may cause them to not participate in class activities.

2. Missing Pronunciation

The pronunciation of certain phonemes, like /th/r/or, can be challenging for young learners of English as a second language. The vast majority of Indonesian students encounter the same issues as the subject matter experts. Since children's perceptions of the new language are still developing, the issue arises. Another reason is that children learning different language sounds at a young age is extremely rare.

3. Lack of Vocabularies

At the elementary school level, vocabulary development is crucial to foreign language acquisition. Children must pick up the required vocabulary and grammar in order to communicate in English. The majority of kids actually struggle to learn new terminology. The kids

frequently struggle with speaking and having meaningful interactions with others. Nation presupposes that teacher should aid in vocabulary learning by teaching students' meaningful words and ways to aid in decoding meaning independently.[10]

4. Students May Not Want to Speak English

A new kid joins in English classroom, chance are they may have little or no knowledge of the English and may resort to expressing themselves in their mother tongue throughout the whole class, even if they have learned some English already, some students feel shy when speaking in English in front of the class and shy when speaking English of their peers, so firstly remember for teachers to make their students feel welcome in English classroom. Regardless of their proficiency level keep a friendly atmosphere in English classroom speak slowly and simply, also keep smile. [11]

5. Nothing to Say

Speaking in front of other students was one of the issues that the kids felt extremely embarrassed about because they were afraid of making errors and "losing face in front of their instructor and their peers," Speaking in front of others requires confidence, inspiration from inside and beyond, such as a happy conversational mood and engaging subject

---

[10] Richards, J.C. (2006). Developing classroom speaking activities: From theory to practice. Cambridge: Cambridge University Press.
[11] Sartipa, D. (2019). Talking speaking ability. Edukasi Lingua Sastra.

matter. Another factor is the presence of pupils who, due to their superior talent, overpower and practically frighten others. Many students are proficient writers in English, but when it comes to speaking English, they struggle to articulate their thoughts.[12]

5. **Review of Previous Studies**

Previous of Studies conducted by Amirul Mukminin in his research entitled strategies used by English Teacher's in teaching English skill to young learners, this type of research is descriptive, using a qualitative approach, the similarities between previous research are: the object to be studied is the same, namely the strategy of teaching speaking for young learners and the type of method using descriptive qualitative. Differences between the previous research and the research that research are as follows: the subjects in the previous study were teachers who taught English to young learners in Jambi, meanwhile, in the research that research will examine are teacher strategies and challenges in teaching speaking for young learners at SDN 1 Rejang Lebong,SDN 2 Rejang Lebong,SDIT Rabbi Radhiyah,SDIT Khoiru Ummah. This study was carried out to investigate the challenges faced by English teachers when teaching English skills to young learners. It was done through qualitative research, with qualitative method and interviews as the data collection methods. The theory used in previous research is that English teachers for young students must know

---

[12] Hornby, A.S.(2010). Oxford Advanced Learners Dictionary of Current English. Britain: Oxford University Press

the characteristics and development of their students. In this study, four instructors from three different schools participated. The data from the interview and the demographic questionnaire were analyzed descriptively and by within-case and cross-case displays, respectively. The findings of this study highlighted two key themes connected to the obstacles and teachers' tactics in teaching English skills to young learners, and the themes were the challenges and teachers' techniques in teaching English language skills. Playing games, utilizing songs, role play, storytelling, offering a lot of practice, and memorizing were four tactics used in teaching English language skills to young learners. These findings might be valuable for individuals who teach English or deal with young learners.

Another previous research conducted Agung with entitled "Teachers' strategies in teaching speaking to students at secondary level" with the title of the research conducted by Agung ginanjar 2019 in this study, which includes an English instructor and a class of 22 students, aims to illustrate teachers' tactics for teaching speaking to secondary school students and recognize students' reactions to those strategies. In order to determine the spoken teaching tactics, classroom observation and interviews were undertaken. The results showed that these strategies fall within the descriptive qualitative category. The outcomes showed that the teacher's methods included cooperative exercises, role plays, creative assignments, and drilling. In previous findings that have been researched by Agung Ginanjar, his research describes teacher strategies at the

secondary level and returns to recognize student responses to strategies involving only one teacher, while the research that will be examined by researchers is to find out strategies and also challenges when teaching speaking which is specifically for English for young learners. Then the researcher will also interview teachers, namely four English teachers, not just one, in order to obtain relevant data.

Researchers also obtained previous findings as a reference, namely a research conducted by Yusril Maulana with the title "Strategies used by the Lecturer in teaching speaking online during the pandemic". The results of this research revealed that teaching speaking skills is one of the things that must be taken into account in this research, thus the lecturer must develop a plan while conducting the learning activities. The covid 19 epidemic, however, necessitates the employment of other teaching strategies, one of which might be online education. In light of this, the researcher performed a study to learn more about (1) the tactics the lecturer uses to teach speaking online at the English education department at UIN Malang, and (2) the challenges the lecturer encounters while putting these strategies into practice. The researcher employed a case study research design in this study and a qualitative descriptive research approach. With the aid of this methodology, phenomena connected to the lecturer's speaking online lesson plan techniques are described. Two study tools—class observation and interview—were employed by the researcher to get the data. Data reduction, data presentation in narrative and tabular form, and

conclusion drawing are only a few of the processes that the data gathered is evaluated through. In order to teach speaking online, the lecturer employed two different tactics, according to the study's findings.

Furthermore, the speaker used a variety of approaches, including antonyms/synonyms, using words in sentences, reading aloud, question and answer exercises, conversation practice, question and answer drill, chain drill, small group assignment, and role-play. When putting those techniques into action, the instructor ran across two issues.

Based on previous of study conducted by Amirul Mukminin and Agung Ginanjar also Yusril Maulana, they conducted research on teacher strategies in teaching English skill, while in Agung Ginanjar research that is researching teacher strategies when teaching speaking at secondary level, research conducted by Yusril Maulana conducted research strategies speaking during pandemic. From the research conducted by Amirul Mukminin, Agung Ginanjar, and Yusril Maulana, there are actually source of information about what discussions have been examined, but in the researceh from researcher with entitled teacher's strategies and challenges in teaching speaking for young learners, in this research the strategies when teaching speaking but only for young learners and what challenges occur when teaching speaking for young learners.

Based on the researchers have done, this study found that SDN 1,SDN 2 ,SDIT Rabbi Radhiyah, SDIT Khoiru Ummah teachers used more picture describing and picture narrating strategies, simulation strategies too, but not as many as used picture describing and picture narrating.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

As the primary part of the investigation, this research adopted a qualitative technique. According to Fraenkel & Wallen, they defined that "qualitative research is research studies that investigate the quality of relationship, activities, situations, or materials". In keeping with that, this study was done to find out how lecturers teach speaking to young students. Additionally, this research was used to identify the difficulties the instructor has when instructing young students in speaking, as well as the difficulties' remedies.[13]

Maxwell explains that the qualitative technique is utilized to comprehend how particular social circumstances affect events, behaviors, and meanings. In this instance, the research looked into the effectiveness of the connection between the lecturer's methods and the students' reactions to how those methods were applied. In addition, a case-study study was conducted as part of this research in order to gain a deeper understanding of the method the teacher uses to teach speaking to young students. A qualitative case study is defined as an intensive, holistic description and analysis of a single phenomenon or social unit. An

---

[13] Fraenkel & Wallen, (2012), Definition of qualitative reseach and Strategies.Perpustakaan.edu.

investigation of a case-study further explores and places emphasis on a current phenomenon in the context of actual life.[14]

B. Subject Of the Research

The subjects of this research are English Teachers at SDN 1 Rejang Lebong, SDN 2 Rejang Lebong, SDIT Rabbi Radhiyah and SDIT Khoiru Ummah Rejang Lebong. It consists of eleven teachers, but this research use random sampling, so it consist of eight teacher.

Table 3.1

Subject Name

No	Name of Teachers	Name of School	Educational Level	Teaching Experience
1	English teacher A	SDN 1 Rejang Lebong	S1	10 years
2.	English teacher B	SDN 2 Rejang Lebong	S1	7 years
3.	English teacher C	SDIT Khoiru Ummah Rejang Lebong	S1	10 years
4.	English teacher D	SDIT Khoiru Ummah Rejang Lebong	S1	7 years
5.	English teacher E	SDIT Khoiru Ummah Rejang Lebong	S1	3 years

---

[14] Maxwell. (2008). Case study research design. Retrieved on August 4, 2010.

6.	English teacher H	SDIT Rabbi Radhiyah	S1	7 years
7.	English teacher I	SDIT Rabbi Radhiyah	S1	6years
8.	English teacher J	SDIT Rabbi Radhiyah	S1	3years

C. Techniques of Collecting Data

In order to acquire the necessary data, data must be collected using a data collection approach that complies with study protocol. Since gathering data is the primary objective of the study, Sugiyono claims that the data collection strategy is the most strategically important step in the investigation. Gay further clarified the data as the information you gather and utilize to research your subject, theories, or observations.[15] The data for this study were gathered using:

1. Observation

   Observation method is a way to collect data by observing or observing the research object or event. According to Suharsimi Arikunto Observation is an activity to pay attention to an object by using all the senses. So, observing can be done through sight,

---

[15] Sugiyono, (2017). Collecting data and qualitative of research.(Repository, 2017).

smell, hearing, touch, and taste can be interpreted as direct observation[16].

Participation in this context refers to the researcher's active involvement in the everyday routine of the subject being studied who serves as a source of information for the study. This method is used to collect data related to seeing the strategies of English teachers in teaching speaking for young learners.

In this technique of collecting data observation, the researcher used a checklist observation, where this checklist observation was when the researcher visited SDN 1, SDN 2, SDIT Rabbi Radhiyah, and also SDIT Khoiru Ummah to carry out checklist observations,

In using the observation checklist, first, the researcher will observe the teacher according to the observation checklist guidelines that have been prepared, then visit the school at SDN 1 Rejang Lebong, at SDN 1 Rejang Lebong, there is one English teacher who teaches at SDN 1, then the researcher observing the teacher and the teacher at SDN 1 using strategies such as simulation, role play, storytelling, playing cards, picture describing, and picture narrating.

Then the next, the researcher visited the second school and had prepared the existing checklist, then the researcher observed

---

[16] Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), P.156-157

the teacher who was teaching English, there was one teacher at SDN 2, and after the researcher observed the teacher, used strategies discussions, picture describing, picture narrating, brain storming.

The researcher visited the third school, namely SDIT Rabbi Radhiyah , this SDIT Rabbi Radhiyah school has 3 teachers who teach English, but from the strategies used at SDIT Rabbi Radhiyah, the teacher is more dominant using the picture narrating and picture describing strategy.

The researcher visited the fourth school, namely SDIT Khoiru Ummah, there were 3 teachers who taught English. The teacher uses a more dominant strategy, namely picture narrating and picture describing.

2. Interview

In this research, the researcher used structured interview or guided interviews. This type of interview is guided by a list of questions that have been prepared beforehand. Structured interviews are considered more effective because the questions will be in order. So, the interview will run more smoothly and no information will be missed. An interview is a discourse with a definite goal. The discussion was carried out by two parties: the interviewer who posed the question and the interviewee who answered the question. In this study, the researcher interviewed:

Interview with the English teachers in teaching speaking and challenges in teaching speaking for young learner. The interview method is very necessary and has a big influence in the process of collecting data in research, the stages that will be carried out in interview techniques in this research include; determine who is being interviewed, prepare data for the interview.

In carrying out research on the technique of collecting data, researchers used interviews to conduct interviews with teachers who teach at each school, namely SDN 1 Rejang Lebong, SDN 2 Rejang Lebong, and SDIT Khoiru Ummah Rejang Lebong, also SDIT Rabbi Radhiah , in carrying out the interviews, the researcher used interviews structured and interview questions in accordance with the interview guidelines, at school SDN 1 Rejang Lebong, SDN 2 Rejang Lebong, SDIT Khoiru Ummah Rejang Lebong and SDIT Rabbi Radhiyah Rejang Lebong, where there eight teachers teaching English, the teacher after the researcher interviewed, there were challenges When teaching English, especially to young learners, the most dominant challenges teachers rarely experience are challenges of nothing to say, and students don't want to speak English.

D. Instrument of the research

1. Observation Checklist

Observation checklist is to collect data by observing or observing the research object or event an activity to pay attention to an object by using all the senses.

Table 3.2

Observation Checklist

Teachers strategies in teaching speaking for young learners

No	Objective	Categories	Sub Categories	Checklist
1.	To figure out Teachers strategies in teaching Speaking for young learners.	Teacher Strategies	1. Discussion a. Teacher asks students make a group	
			b. Teacher divides tasks as carrying out discussion, who will be the moderator, who will be note taker and participant.	
			c. Teacher asks students to do preparation for discussion	
			d. Teacher asks students to share ideas about an event in their discussion groups	
			e. Teacher asks students to find solutions in their discussion groups	

			f. Teacher asks students to arrive at a conclusion in their discussion groups	
			2. Simulations a. Teacher gives an overview of the problem in a situation.	

1.	To figure out Teachers strategies in teaching speaking for young learners	Teachers strategies	b. Teacher asks students who will be involved in a simulation	
			c. Teacher also acts as a trainer who gives instructions for students	
			d. Teacher asks students to bring items to the class to create a realistic environment	
			3. Role Play a. Teacher provides a story to read in front of the class	
			b. Teacher choose students who will be an actor in role play.	
			4. Brain Storming a. Teacher explains the problem to discuss	

			b. Teacher invites students to be active in giving responses	
			c. Teacher asks students to generate ideas quickly and freely in a limited time	
			5. Story Telling	

1.	To figure out Teachers strategies in teaching speaking for young learners	Teachers strategies	a. Teachers prepares media can be in the form of illustrate reading text, puppets, pictures etc.	
			b. Teacher uses interesting expression and intonation	
			c. Teacher chooses a story that is appropriate for the students age	
			d. Teacher helps students to tell a story in the format of beginning,development,and ending, including the characters and setting a story has to have	
			6.Information Gap a. Teacher divides students into two groups (one group will have information that the	

			other group does not have)	
			b. Teacher asks groups to share their information	
			c. Teacher discusses the vocabulary on the task sheet that will discuss	

1.	To figure out Teachers strategies in teaching speaking for young learners.	Teachers strategies	**7. Interviews** a. Teacher conveys issues related to learning materials.	
			b. Teacher asks a question to each or several students	
			c. Teacher asks students to express their opinion	
			d. Teacher also can ask students to conduct interviews on selected topics with various people	
			e. After interviews, teacher invites each student to present his or her study to the class	
			f. Teacher asks students to interview each other and "introduce" his or her partner to the class	

			8. Story Completion	
			a. Teacher starts to tell a story, but after a few sentences he or she stops narrating	
			b. Teacher provides opportunities for students to speak up	

1.	To figure out Teachers strategies in teaching speaking for young learners	Teacher strategies	c. Teacher shows positive signs when commenting on students responses asking provocative questions	
			9. Playing Cards a. Teacher asks students to pair up	
			b. Teacher asks students to make 10 vocabularies in English	
			c. Teacher gives 1 minute to memorize the vocabulary	
			d. Teacher asks students to name the English words on cards and their meanings	
			10. Picture Describing a. Teacher conveys the basic competencies of the subject concern	

			b. Teacher asks students to present pictures and asks them to be actively involved in the learning process	
			c. Teacher asks students, in turn to pair picture sequently	
			11. Picture Narrating a. Teacher ask students to tell their story in sequential picture b. Teacher asks students to include the vocabulary when they need to use while narrating	

2.Interview Guidance

Interview is guided by a list of questions that have been prepared beforehand. Structured interviews are considered more effective because the questions will be in order. So, the interview will run more smoothly and no information will be missed. An interview is a discourse with a definite goal.

1.	Objective	Categories	Sub Categories	Checklist
	To figure out challenges in teaching speaking for	Teachers challenges	**1. Reluctant students** a. Teacher have challenges, such as reluctant students	

young learners		b. Teacher have challenges when students are shy and do not relax	
		c. Teacher have challenges when students nervous	
		2. Missing pronunciation a. Teacher have challenges when students have missing pronunciation because students difficulties in articulating when speaking	
		3. Lack vocabularies a. Teachers have challenges when students lack vocabularies	

		4. Students may not want to speak English and nothing to say a. Teacher find some students feel shy when speaking in English	

			b. Teachers find students who may have little to no English language proficiency and end speaking in their native tongue throughout the entire lesson	

3.Blue Print

No	Theory	Objective	Indicator	Items	Question
1.	Jurnal English Education UMY	To figure out Teachers strategies in teaching speaking for young learners	Teacher strategies refer in general it is to known that teachers strategy in technique used for the learning process	5	1. What activities did you do at the beginning of class?

1.	To figure out Teachers strategies in teaching speaking for young learners	Teacher strategies refer in general it is to known that teachers strategy in technique used for the learning process	5	3. What strategies do you use in speaking class?
				4. How to implement these strategies when teaching speaking ?
				5. Why do you use these strategies in teaching speaking ?

| 2. | To figure out Teachers strategies in teaching speaking for young learners | Teachers challenges are a teachers which educates students so that they can have good knowledge | | 1. Do you have challenges when teaching speaking for young learners? 2. When did these challenges occur? 3. Why can these challenges occur? 4. How do you overcome these challenges? 5. What are challenges more often you find when teaching speaking for young learners? 6. Why those challenges often happens? 7. When those challenges happens, what wil you do? |

3. Documentation Method

According to Suharsimi Arikunto, when using the documentation approach, researcher looked at written artifacts like books, documents, and other such items. This documentation method is used by researchers to complete research data, because in qualitative research it is clear that the documentation method provides an overview of teaching and learning activities as well as evaluation questions given to students.

Through the documents obtained, it is hoped that the validity of the data can be accounted for and maintained.

D. Data analysis technique

In order for the collected data to have meaning, it is necessary to process the data analysis in a certain way. Bogdan and Bikken state that "data analysis is the act of carefully looking for and arranging interviews, field notes, and other materials that have been gathered by researchers. Analytical operations are carried out by evaluating data, organizing, separating into manageable components, synthesizing, and looking for patterns to determine what is significant and what will be further explored and published.[17]

Data analysis is crucial to the scientific process since it is only via analysis that the data can be relevant and helpful in resolving issues in research. Additionally, the obtained data was examined utilizing the Miles and Huberman approach, which included data reduction, data display, and conclusion drawing/verification.[18]

1. Data Reduction

Reducing data entails summarizing, selecting the key components, concentrating on what matters, and searching for recurring patterns and themes. As a result, the researcher can constantly minimize the data throughout the study process until the

---

[17] Bodgan & Bikken. (2009). Case research design and analyzing of collectiong data. Retrieved on July 7, 2009.

[18] Miles & Huberman. (2014).Analysis and modely of data in research qualitative .Cet.1 Yogyakarta: Deepublish.

data is consistent with the problem's primary emphasis. As a result, the condensed data will paint a precise picture and make it simpler for researchers to do more data collecting. This study's data reduction will concentrate on the findings from teacher interviews that relate to the instructor's involvement in boosting student motivation.

2.   Data Display

The data is then shown following the data reduction process. Both a simple explanation and a chart can be used to communicate data in qualitative research. The Miles and Hubberman claim that narrative language is the preferred method for presenting data from qualitative research. The researcher groups the data and uses understanding to reach a conclusion since it is consistent with the problem's primary emphasis. In order to provide this data, data analytic tools were used, including analyses of the findings from interviews, documentation, and observational studies.[19]

3.   Data Verification (Drawing Conclusion/Verification)

At this point, conclusions are drawn based on the analysis, interpretation, and assessment of the data, as well as the activities that involved looking for significance and offering explanations based on the collected data. In qualitative research, conclusions are

---

[19] Miles & Huberman. (2014). Qualitative research of data display .Cet.1 Yogyakarta: Deepublish.

fresh, original discoveries. Findings may take the form of a description or description of a previously obscure or unclear item that, after inquiry, becomes obvious; they may also take the shape of a causative or interaction link, hypothesis, or theory. As a result, the following procedures were used in qualitative research to assess the data: During data collection, data are analyzed in the field, whether they are recently acquired data or data that have already been gathered. Following the completion of the data collection process, the researcher creates a research report using descriptive methods, i.e., the kind of research that aims to produce an overview of the situation or events. Using this technique, the obtained data will be sorted and then grouped on similar data, and then its contents will be analysed in accordance with the information required in a specific and in-depth manner.

E. Triangulation

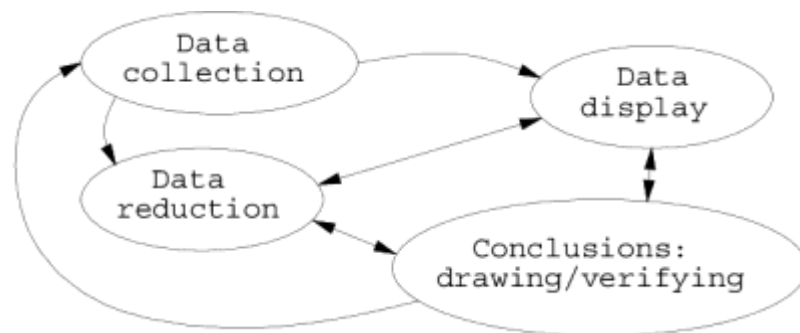In qualitative research, triangulation is a method of repeatedly collecting data until it is saturated from a variety of sources, including interviews, observational data, and documentation. Triangulation is a "technology for data collecting that integrates several data collection methods and available data sources. [20]

---

[20] Sugiyono, Technique and Data Collection Triangulation Method (Repository, 2011).

Since gathering data is the main goal of research, data processing and analysis procedures are the simplest steps in the process. Without having knowledge of data gathering methods, researcher can still obtain data that complies with defined data standards through data processing, which transforms raw data into additional data. The information received from respondents through interviews, field observations, and documentation studies was then evaluated and reported in a report.

In this data analysis technique, researchers used the Miles and Huberman model, this technique consists of three flow of activities that occur simultaneously as Miles and Huberman, states that "activity in data analysis, namely data reduction, data display, and data conclusion drawing/verification". The following is a chart of the components of data analysis according to Miles and Hubermen.

The third flow is an interaction that takes place as a cyclical process during data collection in the field; in this flow, the researcher switches from data collection to Miles and Huberman's flow during data collection.

CHAPTER IV

FINDING AND DISCUSSION

The researcher summarized the findings from the observation and interview. In this chapter, the purpose of this research was to determine what strategies and challenges in teaching speaking for young learners, including to find out teachers' strategies and to find out teachers challenges in teaching speaking for young learners, contributed teacher strategies and the challenges that English teachers faced when teaching for young learners. In collecting the data, the researcher employed field notes for observation and interview guidelines for interviews. Research findings and discussions that are combined into one discussion in this chapter.

A. Research Finding

1. Teachers Strategies in Teaching Speaking for Young Learners

Based the results of the observation checklist the researcher found that are two strategies who dominant used strategies picture narrating and picture describing.

The descriptions in these findings are :

Table 4.1

Teachers strategies in teaching speaking for young learners

No	Name English Teachers	Strategies in Teaching Speaking								
		S	RP	ST	PC	PD	PN	D	BS	IG
1.	A	✓	✓	✓	-	✓	✓	-	-	-

2.	B	-	-	-	-	✓	✓	✓	✓	-
3.	C	-	✓	✓	-	✓		-	-	✓
4.	D	✓	-	-	-	✓	✓	-	-	-
5.	E	✓	-	-	-	✓	✓	-	-	-
6.	F	✓	-	-	-	✓	✓	-	-	✓
7.	G	✓	-	-	-	✓	✓	-	-	-
8.	H	✓	-	-	-	✓	✓	✓	✓	-

Note :

S : Simulation

RP   : Role play

ST   : Story telling

PC   : Playing cards

PD   : Picture describing

PN   : Picture narrating

D   : Discussion

BS   : Brain storming

IG : Informatin gap

1. **Simulations**

   Simulation is learning when the teacher provides material and invites students to understand the material in their learning, students will develop their ability to learn to speak and interact.

   a. **Teacher A** invites students to sing a song in English like "Good morning every body how are you" and then after the class started, teacher tries to give simulations such as teacher gives an overview of the problem in a situation, teacher asks students who will be involved in a simulation, teacher also acts as a trainer who gives instructions for students.

   b. **Teacher D** when teacher teaching in class, the teacher tells first about the ,material to be discussed, after that the teachers invites students to remember the learning material, teacher inviting students to starts simulations in English, then the teachers trains students to be brave speak in English.

   c. **Teacher F** before students start the class, teacher telling about what the material to be studied, teacher give explain about that material and after that teacher give question mention about "part of body"

   d. **Teacher G** tries to give simulations such as teacher gives an overview of the problem in a situation, teacher asks students who will be involved in a simulation, teacher also acts as a trainer who gives instructions for students.

e. **Teacher H** gives an instruction to obseve the dialog in the book "

my next words" after that each group conveys the dialogue.

So based on the information above, teacher A,D,FG,H used simulation

strategy to teach young learners especially speaking, some ask to sing before

learning, some tell in advance what the learning material is like, some give

explanations derectly learning while and also provides an overview

2. **Role Play**

Students act out numerous social situations and play a range of social

roles. The teacher provides the students with information during role-

playing exercises, such as their identities and thoughts and feelings.

Teacher A give ice breaking for students "guess the color in English"

after that teacher provides a story to read in front of the class, teacher

choose students who will be an actor in role play.

So based on the information above, teacher A used strategies role play

3. **Story telling**

Students may tell their peers their own stories or simply recount a

narrative or story they have already heard from someone. Telling stories

encourages original thought.

a. **Teacher A** give ice breaking for students " guess part of body in

English'' after that teacher wait students sit neatly, after that teacher

prepares media can be in the form of illustrate reading text, pictures

etc, teacher uses interesting expression and intonation, teacher chooses

a story that is appropriate for the students' age, teacher helps students

to tell a story in the format of beginning, development including the characters and setting a story has to have, and then playing cards teacher asks students to pair up, teacher asks students to make 10 vocabularies in English, teacher gives 3 minute to memorize the vocabulary, teacher asks students to name the English words on cards.

b. **Teacher C** prepares media can be in the form of illustrate reading text,dialog , teacher uses interesting expression and intonation, teacher chooses a story that is appropriate for the students' age, teacher helps students to tell a story in the format of beginning, development including the characters and setting a story has to have.

So based on the information above, teacher A and C used simulation strategy to teach young learners especially speaking, Teacher A giving ice breaking for students and the material " part of body'' and also teacher C illustrate reading text dialogue

4. **Picture describing**

Students can create groups for this task, and different pictures are supplied to each group. Following group discussion, a representative from each group introduces the image to the class as a whole. The learners' creativity, inventiveness, and public speaking abilities are all encouraged by this practice

a. **Teacher A** when the learning begins, the teacher gives a picture about hobbies in English, then the teacher invites students to look at the

picture, after that, the teacher tries to ask questions to students about what hobbies they like, and they try to say it in front of the class

b. **Teacher B** try to see picture of animal, or fruit in English,it can students interesting when learn English, and after that teacher give question to guess that picture.

c. **Teacher C** Before start lessons, invites to sing and ice breaking in English , after that, the teacher gives a picture such as the names of "Object in English'', then the teacher gives an explanation of the object, the teacher invites students to mention the object it is in English.

d. **Teacher D** tries to show picture in English books, then the teacher asks questions who can guess the picture in English.such as part of the body, or hobbies.

e. **Teacher E** teacher explain the material in the book, after that , teacher give question about that picture about "hobbies" and after that, teacher ask students to explain about that picture in front of the class.

f. **Teacher F** before started the class, Teacher F try to see picture of animal, or fruit in English,it can students interesting when learn English, and after that teacher give question to guess that picture.

g. **Teacher G** before started the class, Teacher G try to see picture of animal, or fruit in English,it can students interesting when learn English, and after that teacher give question to guess that picture.

h. **Teacher H** teacher explain the material in the book, after that , teacher give question about that picture about "hobbies" and after that, teacher ask students to explain about that picture in front of the class and write in the book.

From the information above, teacher A until H used strategies picture describing the most, because according to some of them, picture describing for young learners and to be familiar with learning Speaking in English

5. **Picture narrating**

Students are required to use the criteria supplied by the teacher as a picture to narrate the tale that is depicted in the sequential photos. The language or sentence patterns they must employ when narrating might be included in the rubrics. Techniques for Teaching Young Learners to Speak.

a. **Teacher A** before started the class, Teacher A give ice breaking for students "guess the color in English" and after that Teacher ask students to tell their story in sequential picture.

b. **Teacher B** before started the class, teacher B give ice breaking and after the teacher see picture of animal, or fruit in English, teacher ask students in front of the class to say the picture in English.

c. **Teacher D** before started the class, teacher give ice breaking and after the teacher see picture of clock, or fruit in English, teacher ask students in front of the class to say the picture in English.

d. **Teacher E** give the material in the book and in the book there is picture about "daily activity'' after that teacher ask students to see that picture and after that teacher ask students to tell about that picture in the book

e. **Teacher F** before started the class, teacher F give ice breaking and after the teacher see picture of animal, or fruit in English, teacher ask students in front of the class to say the picture in English.

f. **Teacher G** before started the class, teacher give ice breaking and after the teacher see picture of animal, or fruit in English, teacher ask students in front of the class to say the picture in English.

g. **Teacher H** give the material in the book and in the book there is picture about "name of the month'' after that teacher ask students to see that name of the month and after that teacher ask students to tell about that name of the month in the book.

So the information above, teacher A until H used strategies picture narrating also the most, because according to some of them, picture narrating for young learners and students interested with learning Speaking in English

6. **Discussions**

In their discussion groups, the students can try to come to a conclusion, share thoughts about an incident, or come up with a solution. The teacher must establish the goal of the discussion activity prior to the discussion.

a. Teacher B showed dialogue from the books " my next words''and after that, teacher ask students to pair in a group to see that dialogue, so after students see that dialogue , teacher ask to students to present the dialogue in front of the class.

b. Teacher H before the class started, teacher divided each group, and after that teacher give instruction about the material " my house'' and after that students pair with the students other, and start a conversation

Based on information above teacher B ask students to present the dialogue from the books and teacher H divided each group and after that start a conversation.

7. Brain Storming

Students can generate thoughts about a specific topic. Either solo or group brainstorming is efficient, as students come up with ideas quickly and freely.

a. **Teacher B** introduce that material about " what are you doing'' after teacher give that material, Teacher invites students to be active in giving responses.

b. **Teacher H** explain that material about " How activity today'' after teacher give that material, Teacher invites students to be active in giving responses.

Based on information above, teacher B and teacher H same used brain storming by providing the material first

8. **Information gap**

   Students are expected to collaborate in pairs to complete this task. One student will have knowledge that the other partner does not, and the partners will exchange knowledge. Activities

   a. **Teacher C** divides students into two groups (one group will have information that the other group does not have), teacher asks groups to share their information, teacher discusses the vocabulary on the task sheet that will discuss teacher trains the existing vocabulary on the task.

   From the description above, it shows that eight English Teacher dominant use three strategies there are : Picture Narrating , Picture describing and simulations.

2.Challenges in Teaching Speaking for young Learners

   Based on the results of the interview above, and based on the answers to eight teachers. Experience challenges when teaching English, especially speaking, however teachers a,b,c,d,e,f,g,h few experience challenges like nothing to say and students not want to speak English, because the teacher tries to encourage young leaners to like English and be brave in learning English especially speaking, for the challenges for young leaners there are indeed many teachers who find these challenges more this is based on teachers informants because if English for young learners is still a little to undesrstand, therefore teachers needs a strategy which is so that students don't afraid to learn and to try and also make English interesting when studied. These were by data in interview.

Teachers Challenges in teaching speaking for young learners

Table 4.2

No	Name	Challenges in teaching speaking for young learners							
	English Teachers	MP	RS	LV	NTS	SNE	LM	SLC	PP
1.	A	A	-	A.	-	-	✓	-	-
2.	B	✓	✓	✓	-	-	✓	✓	✓
3.	C	-	✓	✓	-	-	✓	✓	✓
4.	D	-	✓	✓	-	-	-	✓	✓
5	E	✓		✓	-	-	✓	-	✓
6	F	✓	✓	✓	✓	-	✓	✓	✓
7	G	✓	✓	✓	✓	-	-	✓	✓
8	H	-	✓	✓	-	-	✓	✓	✓

Note:

MP   : Missing pronunciation

RS   : Reluctant students

LV   : Lack vocabularies

NTS   : Nothing to say

SNE   : Students not want to speak English

LM   : Lack motivation

SLC   : Students lack confidence

PP   : Pronunciation problem

1. **Lack Motivation**

Reduce students motivation to practice and understand English because students have inadequate background knowledge of English, because they use their mother tongue.

a. **Teacher a** : if to challenge the lack of motivation I find that students sometimes lack motivation to learn English, as I found when teaching, students say "I find it difficult to learn English because I think it is difficult" well here I am as a teacher, I try to make students don't be unwilling to learn. (…..*kalau untuk tantangan lack motivation saya menemukan bahwa siswa terkadang memang motivasi untuk belajar bahasa inggrisnya kurang, seperti yang saya temukan ketika mengajar, siswa mengatakan " saya sulit untuk belajar bahasa inggris karena menurut saya susah" nah disini saya sebagai guru, saya berusaha untuk membuat siswa jangan sampai tidak mau untuk belajar..*)

b. **Teacher b** : challenge in English for lack of motivation I often find this because many students are born and speak using their mother tongue, as I have seen from them it seems that some are silent and sometimes pensive. (....*tantangan dalam bahasa inggris kalau untuk lack motivation saya sering menemukan hal ini karena siswa banyak yang lahir dan berbahasa menggunakan bahasa ibu, seperti yang pernah saya lihat dari mereka itu terlihat ada yang diam dan terkadang termenung…*)

c. **Teacher c** : I often encounter a lack of motivation in English, it seems that for young learners, because the children are still at the beginner stage in

learning English, as I have met, students who are less interested in English tend to be passive. *(.....kurangnya motivasi dalam bahasa inggris sepertinya untuk young learners memang sering saya temui, karena namanya anak anak kan masih tahap pemula dalam belajar bahasa inggrisnya, seperti yang pernah saya temui yaitu siswa yang kurangnya tertarik dalam bahasa inggris, yaitu cenderung pasif.....)*

d. **Teacher E** : I found that students told me when I was teaching, they said that English was a subject that was considered a scourge. *(....saya menemukan bahwa siswa bilang kepada saya waktu saya ngajar , mereka bilang kalau bahasa inggris adalah mata pelajaran yang dianggap seperti momok...)*

e. **Teacher f** : I found that students were not confident and felt that they did not have clear ideals as there were students who said to me "Mrs. I am embarrassed to come forward in front of the class to demonstrate this dialogue*" (..saya menemukan bahwa siswa tidak percaya diri dan merasa dirinya tidak mempunyai cita cita yang jelas seperti ada siswa yang berkata pada saya " bu saya malu untuk maju didepan kelas memperagakan dialog ini.....)"*

f. **Teacher H** : The challenge in teaching that I found for some students is that it is very influential on technological advances, such as watching TV for too long, then the internet can forget the time, playing games, this makes students weak in learning motivation. *(...tantangan dalam mengajar yang saya temukan pada beberapa siswa yaitu sangat*

berpengaruh pada kemajuan teknologi, seperti menonton tv yang terlalu lama, kemudian internet an sampai lupa waktu , main game , hal ini membuat siswa lemah motivasi belajarnya,…)

2. **Lack Vocabularies**

   a. **Teacher a** : As for the lack of vocabulary, I found that if students like English, it will be easy for the student to catch the English lesson, but on the contrary, if students think English is difficult and boring, students will also have difficulty in understand learning English.*(…kalau untuk kurangnya kosakata, saya menemukan siswa yang mana jika dia menyukai bahasa inggris, maka siswa tersbut akan mudah untuk menangkap pelajaran bahasa inggris tersebut,, namun sebaliknya, jika siswa menganggap bahasa inggris sulit dan membosankan maka siswa juga akan kesulitan dalam memahami belajar bahasa inggris….)*

   b. **Teacher b** : as for the lack of vocabulary, I found that usually for female students it is easier to understand vocabulary in English compared to male students. Like the words "it's my book", can't, that;s a car. *….) kalau untuk kurangnya kosakata, saya menemukan bahwa biasa nya untuk siswa perempuan lebih cenderung mudah untuk memahami kosakata dalam bahasa inggris dibandingkan dengan siswa laki laki.seperti kata "it's my book", can't , that;s a car…)*

   c. **Teacher c** : as for the lack of vocabulary, I found that students, when learning and understanding the use of spoken and written language in

English were different, so indeed I found their difficulties in the lack of vocabulary in English. *(....kalau untuk kurangnya kosakata, saya menemukan bahwa siswa , ketika belajar dan memahami penggunaan bahasa lisan dan tulisan dalam bahasa inggris itu berbeda ,jadi memang saya menemukan kesulitan mereka pada kurangnya kosakata dalam bahasa inggris....)*

d. **Teacher d** : Lack of vocabulary is a complaint for some students when learning English, this is common because their level is still young learners. Children need to be taught patiently and painstakingly for some vocabulary that is considered difficult for them. *(....kurangnya kosakata menjadi keluhan beberapa siswa saat belajar bahasa inggris, ini umum terjadi karena jenjang mereka msih young learners anak anak perlu diajari secara sabar dan telaten untuk beberapa kosakata yang dianggap sulit bagi mereka ..)*

e. **Teacher e :** As for the challenge of lack of vocabulary, I found that students were afraid of being wrong when trying to pronounce and learn speaking in English, so they really needed to be given directions when the vocabulary they said was wrong. *(....kalau untuk tantangan kurangnya kosakata, saya menemukan bahwa siswa takut salah ketika mencoba untuk mengucapkan dan belajar speaking dalam bahasa inggris, sehingga mereka sangat butuh untuk diberi arahan ketika kosakata yang mereka ucapkan keliru...)*

f. **Teacher f** : I found that when students lack English vocabulary, this is because students still lack the hobby of reading and writing in young learners, therefore the teacher gives directions that are appropriate for these students. *(....saya menemukan ketika siswa kurang dalam kosakata bahasa inggris, hal ini dikarenakan siswa masih kurang hobi membaca dan menulis pada young learners, oleh karena itu guru memberikan arahan yang sesuai dengan siswa tersebut...)*

g. **Teacher g** : In terms of this challenge, I found that because the level is still young learners, it is rare for them to have an English dictionary. *(....kalau dalam hal tantangan ini, saya menemukan bahwa karena jenjang masih young learners jadi dari mereka memang jarang yang mempunyai kamus bahasa inggris...)*

h. **Teacher h** : From the challenges while I was teaching, for challenges a lack of vocabulary is indeed a natural thing for young learners, this is because they are still in the learning stage, and it is very minimal to record vocabulary they don't know. *(....dari tantangan selama saya mengajar, kalau untuk tantangan kurangnya kosakata memang sebuah hal yang wajar untuk young learners, hal ini dikarenakan dari mereka memang masih tahap belajar, dan sangat minim untuk mencatat kosakata yang mereka belum ketahui...)*

3. **Missing pronunciation**

   a. **Teacher A** : The challenge of missing pronunciation in learning natural things also suits me, I found this in students who feel inferior because speaking skills are still minimal. Like a lot of "a.e.a.e" when trying it.

      (...tantangan missing pronunciation dalam belajar hal yang wajar juga menutu saya, hal ini saya temukan pada siswa yang merasa minder karena kemampuan speaking masih minim. Seperti banyak"a.e.a.e '' ketika mencobanya.....)

   b. **Teacher b** : I found the challenges such as students who are afraid of being ridiculed by other people or afraid of being ridiculed by their friends when learning to speak in front of the class. *(....saya menemukan tantangannya seperti siswa yang takut di ejek orang lain atau takut di ejek temannya ketika belajar speaking di depan kelas tersebut....)*

   c. **Teacher e** : Yes, for challenges in young learners it's still reasonable because they are new to English, and what I often encounter is when students don't practice speaking regularly. *(...ya, kalau untuk tantangan dalam young learners masih wajar karena dari mereka baru mengenal bahasa inggris , dan yang sering saya temui yaitu ketika siswa tidak latihan speaking secara rutin..)*

d. **Teacher f** : As for missing pronunciation I found that these students were still embarrassed to learn, so when they spoke English, they had difficulty and did not take English lessons.

(...kalau untuk missing pronunciation saya menemukan bahwa siswa tersebut masih malu belajar, sehingga saat bahasa inggris, mereka kesulitan dan tidak mengikuti les bahasa inggris..)

e. **Teacher g** : for young learners, they tend to rarely learn vocabulary in English. (…untuk young learners, mereka cenderung jarang untuk mempelajari kosakata dalam bahasa inggris…)

4. **Reluctant students**

a. **Teacher b** : What I found in this challenge is when students have limited study time which makes them reluctant to learn English, for example after coming home from school, most of them actually play a lot because they are still young learners. (..yang saya temukan dalam tantangan ini adalah ketika siswa memiliki keterbatasan waktu belajar yang menjadi dia enggan untuk belajar bahasa inggris, misalnya sepulang dari sekolah, kebanyakan dari mereka justru banyak yang bermain karena masih young learners…)

b. **Teacher c** : They are reluctant to learn English, because they don't memorize vocabulary, this is a lack of encouragement from themselves and support to take part in additional study hours outside of school such as English tutoring. (..mereka enggan belajar bahasa inggris, karena tidak hafal vocabulary , hal ini kurangnya dorongan dari diri

mereka dan dukungan untuk ikut tambahan jam belajar diluar sekolah seperti les bahasa inggris….)

c. **Teacher d** : In this case the challenge of reluctant students is that students are reluctant to learn English because there are students who find it difficult to translate spoken or written English. *(…dalam hal ini tantangan reluctant students siswa enggam belajar bahasa inggris karena terdapat siswa yang sulit dalam menerjemahkan bahasa inggris yang diucapkan atau dituliskan..*

d. **Teacher f :** In challenges such as reluctant students, I found that students often complain because when they want to learn English at home, they don't have friends, namely student friends who are reluctant to learn English. *(…dalam tantangan seperti reluctant students saya menemukan bahwa siswa tidak jarang yang mengeuh karena ketika dirumah ingin belajar bahasa inggris, tidak mempunyai teman, yaitu teman siswa yang enggan untuk belajar bahasa inggris..)*

e. **Teacher g** : Sometimes a challenge like reluctant students is when I find that some students say that they are not comfortable with the learning class atmosphere, this is not all students in the class learn well, all and according to all, some really need to be guided and patient *(…terkadang tantangan seperti reluctant students ini adalah ketika saya menemukan dari siswa yang beberapa bilang kalau tidak nyaman dengan suasana kelas belajar, hal ini tidak semua siswa dalam kelas*

belajar baik baik semua dan nurut semua, ada yang memang butuh untuk dibimbing dan sabar…)

f. Teacher h : Willingness and very often said they were embarrassed and did not believe that for the challenge of reluctant students, it was students who were reluctant to learn English, this was because students did not have themselves. ...) kemauan dan sangat sering mengatakan malu serta tidak percaya kalau untuk tantangan reluctant students, itu adalah siswa yang enggan belajar bahasa inggris, ini dikarenakan siswa yang tidak memiliki diri. …)

5. **Students lack confidence**

   a. Teacher b : The challenges of students' lack of confidence, yes, I found in students, for example students who feel lazy to do something, especially in learning foreign languages. So it makes students not confident when studying or advancing in front of the class. *(…tantangan students lack confidence , ya, saya temukan pada siswa contohnya siswa yang merasa malas melakukan sesuatu , terutam dalam belajar bahasa asing. Jadi membuat siswa tidak percaya diri ketika belajar ataupun maju didepan kelas…)*

   b. Teacher c : students sometimes do not dare to try speaking in front of the class. *(…siswa terkadang tidak berani mencoba speaking didepan kelas…)*

   c. Teacher d : Lack of confidence makes it difficult for students to learn English. I found this in students who felt inferior and were afraid of

making mistakes when learning. *(..kurangnya percaya diri membuat siswa sulit untuk mempelajari bahasa inggris hal ini saya temukan pada siswa yang merasa minder dan takut salah ketika belajar..)*

d. **Teacher f** : In this challenge, I found students who were afraid of failing in learning English, such as students who, for example, did not dare to move forward at all and had opportunities to try even though they were there. *(..dalam tantangan ini, saya menemukan siswa yang takut gagal dalam belajar bahasa inggris seperti siswa misalnya tidak berani sama sekali maju kedepan dan peluang mencoba padahal ada…)*

e. **Teacher g :** As for this challenge, I found students that there were students who didn't have the courage to try new things, like raising their hands when they knew something I was asking, they were still embarrassed. *(..kalau untuk tantangan yang ini, saya menemukan siswa kalau siswa ada yang belum berani mencoba hal baru, seperti mengangkat tangan ketika tahu sesuatu yang saya tanyakan, masih malu malu …)*

f. **Teacher h** : For challenges like this, young learners are usually very common because they are just learning English, what I found was, "Sir, Person A mocks me, if I try to come forward in front of the class to speak," this makes the child not confident anymore *(…kalau untuk tantangan seperti ini biasanya pada young learners sangat lah umum terjadi karena baru belajar bahasa inggris , yang saya temukan yaitu,*

" pak, si A mengejek saya , kalau saya mencoba maju didepan kelas

untuk speaking , " hal tersebut membuat anak jadi tidak percya diri

lagi..)

6. **Pronunciation problem**

   a. **Teacher b**: As for the peonunciation problem, the use of sound pronunciation in English is different in writing, different mention of this makes students tend to feel confused, how come it's different from Indonesian. *(...kalau untuk peonunciation problem , penggunaan pengucapan suara dalam bahasa inggris kan beda tulisan beda penyebutan hal ini yang membuat siswa cenderung merasa bingung, kok beda dengan bahasa Indonesia...)*

   b. **Teacher c** : For this challenge, yes, in my opinion, because for example I teach the word "van", many say it in the original sound, namely fan

   (...untuk tantangan ini ya menurut saya, karena misalkan saya mengajarkan bilang "van" banyak yang mengatakn dengan bunyi asli yaitu fan...)

   c. **Teacher d**: Of course for pronunciation problems not far from student complaints which say writing is different from the sound of the language *(....tentu untuk pronunciation problem tidak jauh dari keluhan siswa yang mana mengatakan tulisan beda dengan bunyi bahasa tersebut...)*

d. **Teacher e** : For the challenge of pronunciation problem I found that students were still confused about the pronunciation of English pronunciation which was different from the pronunciation

(....untuk tantangan pronunciation problem saya menemukan kalau siswa masih bingung dengan pengucapan pengucapan bahasa inggris yang mana berbeda dengan penyebutannya…)

e. **Teacher f** : the thing that makes me the most a challenge and excitement is this, the challenge of pronunciation problems, where many students find it difficult to pronounce with different writing

(...hal yang paling membuat saya menjadi sebuah tantangan dan keseruan ya ini,tantangan pronunciation problem, dimana banyak siswa yang merasa sulit untuk mengucapkan dengan beda tulisan…)

f. **Teacher g** : In an English challenge like this, I'm not too panicked, because the teacher really has to be extra to be able to learn the correct pronunciation because the writing is different. *(..kalau dalam tantangan bahasa inggris seperti ini, saya tidak terlalu panic, karena memang guru harus ekstra untuk bias membelajari pengucapan yang benar karena ya beda tulisan…)*

g. **Teacher h** : Challenges in English like this, make me even more willing to encourage students and invite students to learn English, because it's fun to learn and students are also happy depending on the teacher who conveys it *...) .tantangan dalam bahasa inggris seperti ini, membuat saya semakin mau untuk mendorong siswa dan mengajak*

siswa belajar bahasa inggris , karena seru dengan belajarnya dan siswa juga senang tergantung pada guru yang menyampaikannya ..)

7. **Nothing to say and students not want to speak English :** Teacher find some students feel shy when speaking in English , Teachers find students who may have little to no English language proficiency and end speaking in their native tongue throughout the entire lesson

   a. **Teacher A** : (yes, when I started learning in English, there were students who were embarrassed to learn English and didn't like English, but I tried to keep trying to find out how the child wanted to learn by introducing English that English is fun) ....*"ya,, pada saat saya memulai pembelajaran dalam Bahasa inggris, ada siswa yang memang malu untuk belajar Bahasa inggris dan kurang suka Bahasa inggris, tetapi saya mencoba untuk terus berusaha bagaimana cara nya anak tersebut mau belajar dengan cara memperkenalkan Bahasa inggris bahwa Bahasa inggris itu seru.*

   b. **Teacher B** : (…..''Of course there are challenges, yes. When we provide learning materials, one of which is that students don't want to say English and it's difficult to try it, but when the challenge comes, we as teachers don't get tired of trying to teach these students with existing strategies) ..''.*tentu mengalami tantangan ya Ketika kita memberikan materi belajar salah satunya adalah siswa tidak mau untuk mengatakan Bahasa inggris dan sulit untuk mencoba nya, tetapi*

Ketika tantangan itu datang, kita sebagai guru jangan sampai Lelah untuk mencoba mengajar siswa tersebut dengan strategi yang ada

c. **Teacher C** : (…..'' there are definitely challenges in teaching English, especially if students often say "can't speak English" and I always say that, don't kid, don't say it like that. Because we have to say that we can, don't say we can't.) ..*''kalau tantangan dalam mengajar Bahasa inggris pasti ada, terutama jika siswa sering mengakatan "tidak bisa Bahasa inggris'' dan saya selalu bilang bahwa, jangan nak, jangan mengakatan seperti itu. Karena kita harus mengatakan bahwa kita bisa, jangan mengakatan tidak bisa.*

d. **Teacher D** : (..''Of course there are challenges that sometimes make me irritated, especially that earlier, children are often embarrassed to try when learning English, especially in speaking class lessons) …. *''Tentu ada tantangan yang terkadang membuat saya sempat jengkel, ya terutama itu tadi, anak anak sering untuk malu mencoba Ketika belajar Bahasa inggris terutama pada Pelajaran speaking class.*

e. **Teacher E** : (.. for challenges when teaching English there must be, sometimes even when English is just about to start, the children have given up and are lazy to learn, but as teachers we must be professional to get students to like the subject.)''..*kalau untuk tantangan Ketika mengajar Bahasa inggris pasti ada, bahkan terkadang Ketika Bahasa inggris baru mau dimulai, anak anak sudah menyerah dan malas*

untuk belajarnya, tetapi sebagai guru y akita harus professional untuk mengajak siswa menyukai Pelajaran tersebut.

f. **Teacher F** : (….Actually, when teaching English, it is said that it is difficult, difficult, easy for children, in my opinion, yes, before learning, we invite them to play while learning English.) *"…sebenarnya Ketika mengajar Bahasa inggris itu dikatakan susah susah gampang kalau untuk anak anak, menurut saya , ya sebelum belajar kita ajak bermain sambal belajar Bahasa inggris tersebut*

g. **Teacher G** : (*"..*There are definitely challenges when teaching English, but there are indeed students who deliberately don't want to learn English and are always considered difficult, but here as a teacher you have to be able to give your best and you also have to be able to handle these challenges.)… *"tantangan Ketika mengajar Bahasa inggris memang pasti ada, tetapi disini memang ada siswa yang sengaja tidak mau belajar Bahasa inggris selalu dianggap susah, tetapi disini sebagai guru harus bisa untuk memberikan yang terbaik dan juga harus bisa menghandle tantangan tersebut*

h. **Teacher H** : (…." students sometimes have to give up beforehand when they want to learn English, but here it's back again to the teacher, that the teacher must be able to get students to want to learn English, especially since they are still children, so learning to play while playing for elementary school students) *"siswa terkadang sudah mundur terlebih dahulu Ketika ingin belajar behasa inggris, tetapi*

disini ya Kembali lagi kepda guru, bahwa guru harus bisa membuat

siswa untuk mau belajar Bahasa inggris apalagi kan masih anak anak,

jadi memang belajar sambal bermain kalau untuk kalangan sd

Based on the results of the interview above, and based on the answers to eight teachers. Experience challenges when teaching English, especially speaking, however teachers a,b,c,d,e,f,g,h few experience challenges like nothing to say and students not want to speak English, because the teacher tries to encourage young leaners to like English and be brave in learning English especially speaking, for the challenges for young leaners there are indeed many teachers who find these challenges more this is based on teachers informants because if English for young learners is still a little to undesrstand,

B. DISCUSSION

Discussion of the research findings is included in this section. This study puts forward two research questions. Teachers' strategies in teaching speaking to young learners was the first topic of debate, while the second conversation focused on the difficulties teachers have when teaching speaking to young learners. Following were some discussions that the researchers identified based on their findings in the research field:

1. **Teachers Strategies in Teaching Speaking for young learners**

There are several ways teachers may use to teach speaking to young students, as is explained in chapter 2. As a result, before a teacher can use a

strategy to teach speaking to a child, the teacher must select the appropriate strategy for the students' age.

In this case, based on an interview with an English teacher who teaches speaking at SDN Rejang Lebong and SDIT Rejang Lebong , the English teacher there uses a lot of strategies such picture describing and picture narrating also simulations.

The findings of this investigation were combined with the hypothesis presented in Chapter 2. Diyanti recommends eleven activities to encourage speaking, including conversation, simulations, role play, brain storming, storytelling, information gap, interviews, narrative completion, playing cards, image describing, and picture narrating.[21]

Based on the theory of Diyanti, research conducted by researchers, at SDN Rejang Lebong and SDIT Rejang Lebong teachers used a strategy that was in accordance with the theory of chapter 2 and beside that another research namely in Mukminin research in his research entitled "Strategies Used by English Teachers in Teaching English Language Skills to Young Learners at Jambi University", based on the findings that Four Strategies are used in teaching English skills to young learners, including playing games, singing, acting out scenarios, telling stories, providing lots of practice, and memorization, these findings may be helpful for those who teach English or work with young students. Storytelling and the use of role-playing techniques were shown to have the greatest effects on students' speaking abilities in this

---

[21] Diyanti, Y. (2006). Teaching listening and speaking to young learners. Faculty of Language and Arts. Universitas Negeri Yogyakarta. Teachers Training Module. Graham-Marr, A. (2004).

study in Jambi, which is consistent with the literature that the researchers looked at.[22]

a. Picture Describing

Based on the explanation in chapter 2, there are several strategies used by teachers when teaching young learners, but in this case, strategies picture describing and picture narrating also simulations for teachers who teach speaking at SDN Rejang Lebong and SDIT Rejang Lebong has more impact on students' speaking, because in strategies picture describing, the teacher tries to makes students not embarrassed when learning English speaking and also the teacher tries to make students comfortable when learning English, and according to the teacher at SDN Rejang Lebong and SDIT Rejang Lebong these strategies are appropriate to use when teaching student speaking.

b. Picture narrating

From the interview questions, it was found that strategies when teaching speaking to young learners that have an impact on students' speaking are picture narrating strategies, according to the English teacher at SDN Rejang Lebong and SDIT Rejang Lebong, when using that strategies, they have an impact on students' speaking, such as students when studying, there is no shame in trying to speak English and telling a little about English, the teacher also makes students feel comfortable and not embarrassed when learning.

---

[22] Ginanjar Agung, Journal of English and Education 2013, 1(2), 1-8

Based on the explanation above, it can be concluded that the strategies used in the previous research and the research that the researchers do not same, because for young learners, teachers must make learning English interesting for students. there is a difference that in the online learning research conducted by Yusril Maulana, he did not use picture narrating and describing, but used discussions during a pandemic.

2. Teachers challenges in teaching speaking for young learners

According to experts and based on interviews, there are several teacher challenges when teaching English in speaking, in this case, teacher challenges are something that must be handled during the teaching and learning process in speaking, previously this was evidenced by interviews with three teachers who teach speaking at SDN Rejang Lebong and SDIT Rejang Lebong.

Teachers who teach at SDN Rejang Lebong and SDIT Rejang Lebong, experience almost the same challenges, such as Missing pronunciation, lack of vocabularies, lack of motivation reluctant students, missing pronunciation, students lack confidence, pronunciation problem, the eight teachers few experienced challenges, namely challenges of nothing to say, and students not want to speak English.

In the previous research in chapter 2, the research conducted by Ginanjar did not mention what the challenges were, but Ginanjar stated that it was only a challenge when teaching speaking which is specifically for English for young learners.

In the research that the researcher has done on the eight teachers who teach speaking at SDN Rejang Lebong and SDIT Rejang Lebong, there are the same challenges from the eight teachers, namely lack of vocabularies, lack motivation , and pronunciation problem, but from eight teachers, have a little challenges such as challenges nothing to say and students not want to speak English.

Based on the results and discussion above, it can be seen that the teacher strategies at SDN Rejang Lebong and SDIT Rejang Lebong are good to be implemented and used by young learners according to their age, however, from the teachers who were interviewed at SDN Rejang Lebong, eight the teacher is more likely to use strategies for picture narrating and picture describing. Because in these strategies students can learn to be more confident and try to always be brave in learning to speak in English

Based on the results and the second discussion, namely the teacher challenges at SDN Rejang Lebong and SDIT Rejang Lebong , it turns out that the eight teachers who have been interviewed experience almost the same challenges, such as Missing pronunciation, lack of vocabularies, lack of motivation reluctant students, students lack confidence, pronunciation problem, the eight teachers few experienced challenges, namely challenges of nothing to say, and students not want to speak English.

CHAPTER V

CONCLUSSION AND SUGGESTION

The conclusion and suggestion section follows the chapter's investigation and description of the data it produced., by responding to the research questions and providing some advice for the people concerned, the researcher provides a summary of the findings in this chapter.

A. Conclusion

The data and discussion from the preceding chapter serve as the foundation for the researcher's ultimate conclusion.

1. Teachers understand that teachers' strategies for young learners are a technique used by teachers to be able to deliver material well and students must understand the material provided. this is adjusted to the right strategy, strategies that the teachers who were interviewed at SDN Rejang Lebong, eight the teacher is more likely to use strategies for picture narrating and picture describing. Because in these strategies students can learn to be more confident and try to always be brave in learning to speak in English

2. There are several challenges in teaching speaking for young learners, experience by English Teacher A, B, C,D,E,F,G,H,I,J,K such as Missing pronunciation, lack of vocabularies, lack of motivation reluctant students, students lack confidence, pronunciation problem, the eight teachers few experienced challenges, namely challenges of nothing to say, and students not want to speak English.

B. Suggestion

The researcher suggests the following in light of the study's findings, Teachers' strategies and obstacles in teaching speaking to young learners:

1. For students, the researcher suggests to be more active, creative, foster spirit and motivation in follow the English speaking and try to understand the materials because teachers have done design the materials based on students' ability and needed. The teachers have given the best effort in giving the materials during the English speaking

2. For the teachers, in every challenge has the solution. Even teaching English speaking for young learners is quite difficult, need creativity and methods but there is the solution for making the lesson better.

3. Because the research's subjects were experienced English teacher from SDN Rejang Lebong and SDIT Rejang Lebong, the researcher advises other researchers to do studies that are superior to this one and that can be utilized as a guide or source of related information.

REFERENCES

Bodgan & Bikken. (2009). *Case research design and analyzing of collectiong data.* Retrieved on July 7, 2009.

Brown, & Samad, I. Ab. (2019). *Teacher's Strategies in Teaching Speaking for Cadets*. English Education Journal, 80–94. Murda, L. A. F., Flora, & Huzairin. (2020).

Brown. (2013). *Teacher's Strategies in Teaching Speaking To Students At Secondary Level*. Journal of English and Education, 1(2), 1–8.

Dalton Christiane and Barbara Sheildholfer. Language Teaching : *A schemefor Teachers Education Pronounciation* . New York : Oxford University Press.2009

Diyanti, Y. (2006). *Teaching listening and speaking to young learners*. Faculty of Language and Arts. Universitas Negeri Yogyakarta. Teachers Training Module. Graham-Marr, A. (2004).

Diyanti, Y. (2006). Teaching listening and speaking to young learners. Faculty of Language and Arts. Universitas Negeri Yogyakarta. Teachers Training Module. Graham-Marr, A. (2004).

Ellis,(2009). *Language teaching*. Britain: Oxford University Press

Fraenkel & Wallen, (2012), *Definition of qualitative reseach and Strategies*. Perpustakaan.edu.

Gay, (2017). *Collecting data and qualitative of research*.(Repository, 2017).

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 Handayani, U. D. (2019).

Ginanjar Agung, Journal of English and Education 2013, 1(2), 1-8

Handayani, U. D. (2019). *English Teacher's Strategy in Teaching Speaking* (Vol. 8, Issue 5).

Hornby, A.S.(2010). *Oxford Advanced Learners Dictionary of Current English*. Britain: Oxford University Press

Linse, C. T. (2005). *Characteristics English language teaching*: Young learners. New York: McGraw-Hill.

Miles & Huberman. (2014). *Qualitative research of data display* .Cet.1 Yogyakarta: Deepublish.

Miles & Huberman. (2014).*Analysis and modely of data in research qualitative* .Cet.1 Yogyakarta: Deepublish.

Nunan, *Teaching Approaches and Effective of Speaking* . Scholarly Research Journal for Interdiciplinary Studies, 4(37). (2019)

Nunan, (2010) . *A schemefor teachers education speaking English* . New York : Oxford University Press.

Richards, J.C. (2006). *Communicative language teaching today*. Cambridge: Cambridge University Press.

Richards, J.C. (2006). *Developing classroom speaking activities*: From theory to practice. Cambridge: Cambridge University Press.

Richards, J.C. (2008). *Teaching listening and speaking: From theory to practice*. Cambridge: Cambridge University Press.

Rivers, *Definition of Speaking and English Teacher's Strategy in Teaching Speaking* (2018).

Sartipa, D. (2019). *Talking speaking ability*. Edukasi Lingua Sastra.

Shuttleworth, & Meriam. (2008*). Case study research design*. Retrieved on August 4, 2010

Shuttleworth, M. (2008). *Case study research design*. Retrieved on August 4, 2010.

Siswanto, A. (2017). *Teaching English to Young Leaners*: A Reflection Form Englaoshi Community.

Sugiyono, *Technique and Data Collection Triangulation Method* (Repository, 2011).

Suharsimi Arikunto, *Prosedur Penelitian Suatu Pendekatan Praktik* (Jakarta: Rineka Cipta, 2006), P.156-157

Tarigan, *Function and Nature of Speaking* . English Education Journal, 80–94. Murda, L. A. F., Flora, & Huzairin. (2020).

Zua, (2010). *Oxford advanced and motivation*. Britain: Oxford University Pressb

APPENDIXES

Nomor :   Tahun 2023

Tentang
PENUNJUKAN PEMBIMBING 1 DAN 2 DALAM PENULISAN SKRIPSI
INSTITUT AGAMA ISLAM NEGERI CURUP

imbang   a.   Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I
             dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud ;

             b.   Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan
             mampu serta memenuhi syarat untuk diserahi tugas sebagai pembimbing I dan II ;

ngingat 1.   Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;

             2.   Peraturan Presiden RI Nomor 24 Tahun 2018 tentang Institut Negeri Islam Curup;

             3.   Peraturan Menteri Agama RI Nomor : 30 Tahun 2018 tentang Organisasi dan Tata Kerja
             Institut Agama Islam Negeri Curup;

             4.   Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman
             Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di
             Perguruan Tinggi;

             5.   Keputusan Menteri Agama RI Nomor 019558/B.II/3/2022, tanggal 18 April 2022 tentang
             Pengangkatan Rektor IAIN Curup Periode 2022 - 2026.

             6.   Keputusan Direktur Jenderal Pendidikan Islam Nomor : 3514 Tahun 2016 Tanggal 21
             oktober 2016 tentang Izin Penyelenggaraan Program Studi pada Program Sarjana STAIN
             Curup

             7.   Keputusan Rektor IAIN Curup Nomor : 6317 tanggal 13 Mei 2022 tentang Pengangkatan
             Dekan Fakultas Tarbiyah Institut Agama Islam Negeri Curup.

Memperhatikan 1.   Surat Rekomendasi dari Ketua Prodi TBI Nomor :B.147/FT.5 /PP.00.9/03/2023

             2.   Berita Acara Seminar Proposal Pada Hari Kamis, 24 November 2023

MEMUTUSKAN :

Menetapkan

Pertama   1.   Jumatul Hidayah, M.Pd   19780224 200212 2 002
              2.   Sarwo Edy, M.Pd   2007068102

              Dosen Institut Agama Islam Negeri (IAIN) Curup masing-masing sebagai Pembimbing I
              dan II dalam penulisan skripsi mahasiswa :

              N A M A   : **Nurjanah**
              N I M   : **18551044**
              JUDUL SKRIPSI   : **Teachers' Strategies and Challenges in Teaching
                               Speaking for Young Learners**

Kedua   Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II
              dibuktikan dengan kartu bimbingan skripsi ;

Ketiga   Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan
              substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam
              penggunaan bahasa dan metodologi penulisan ;

Keempat   Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang
              berlaku ;

Kelima   Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan
              dilaksanakan sebagaimana mestinya .

Keenam   Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah
              oleh IAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan .

Ketujuh   Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana
              mestinya sesuai peraturan yang berlaku .

Ditetapkan di Curup,
Pada tanggal 06 April 2023

Hamengkubuwono

KEMENTERIAN AGAMA REPUBLIK INDONESIA
INSTITUT AGAMA ISLAM NEGERI CURUP
FAKULTAS TARBIYAH
PROGRAM STUDI TADRIS BAHASA INGGRIS
Jalan AK Gani No. 01 Kotak Pos 108 Telp. (0732) 21010-21719 Fax. 21010
Homepage: http://www.iaincurup.ac.id Email: admin@iaincurup.ac.id Kode Pos 39119

IAIN CURUP

SURAT KETERANGAN CEK SIMILARITY

Admin Turnitin Program Studi Tadris Bahasa Inggris IAIN Curup menerangkan bahwa telah dilakukan pemeriksaan similarity terhadap proposal/skripsi/tesis berikut:

Judul : **TEACHER'S STRATEGIES AND CHALLENGES INTEACHING SPEAKING FOR YOUNG LEARNERS**
Penulis : Nurjanah
NIM : 18551044

dengan tingkat kesamaan sebesar 18%. Demikian surat keterangan ini dibuat dengan sebenarnya dan untuk dipergunakan sebagaimana mestinya.

Curup, 15 Februari 2023
Pemeriksa,
Admin Turnitin Prodi Tadris Bahasa Inggris

Saryo Edy, M.Pd

AYASAN PENDIDIKAN SOSIAL DAN DAKWAH AL ISHLAH
SEKOLAH DASAR ISLAM TERPADU (SDIT)
RABBI RADHIYYA
Jl. Madrasah Kel. Sidorejo Kec. Curup Tengah Kab. Rejang Lebong
s: sdnrr.sch.id, email: ...., No. HP/WA : : 0831-8347-9582 / 0831-6465-4120
NPSN : 10702863, Akreditasi B

SURAT KETERANGAN TELAH MELAKSANAKAN PENELITIAN
Nomor : 421.2/110/SKet/SDIT–RR/CRTG/VIII/2023

ertanda tangan di bawah ini, Kepala Sekolah Dasar Islam Terpadu (SDIT) Rabbi Radhiyya

urup Tengah, Kabupaten Rejang Lebong, dengan ini menerangkan bahwa :

	: Nurjanah
r Induk Mahasiswa	: 18551044
m Studi	: Bahasa Inggris
as	: Tarbiyah

melaksanakan penelitian di SDIT Rabbi Radhiyya Kelurahan Sidorejo Kecamatan Curup

tanggal 7 Desember 2022 sampai dengan 7 Februari 2023 tentang "Teacher's Strategies and

Teaching Speaking for Young Learners".

anlah surat keterangan ini dibuat dengan sebenarnya untuk dapat dipergunakan sebagaimana

Curup Tengah, 9 Agustus 2023
Kepala SDIT Rabbi Radhiyya,

Apriyanti, M.Pd
NIYA 292 03 0612 0118

PEMERINTAH KABUPATEN REJANG LEBONGDINAS PENDIDIKAN DAN KEBUDAYAANSEKOLAHDASARNEGERI 2 REJANGLEBONG

Alamat:JalanMerdekaNo.26KelurahanPasarBaruKecamatanCurup

39113

SURATKETERANGANTELAHPENELITIAN

Nomor:431.3   /88   /SKet   /SDN 2/2023

...datangandibawah ini , Kepala Sekolah Dasar Negeri 2 Rejang Lebong, menerangkan

:Nurjanah

:18551044

:TadrisBahasa Inggris

: IAINCurup

...Tinggi

...wa saudari tersebut telah melakukan penelitian dengan judul skripsi : **Teachers ...s and Challenges in Teaching Speaking for Young Learners**,penelitian yang ...kan pada bulan desembers/d selesai.

...n surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya.

Curup, Januari 2023

KepalaSekolah

Mega Eriani, S.Pd
NIP:197012011992

Interview Guidance

1. What strategies more effective do you use when teaching speaking? explain!

2. What activities did you do at the beginning of class?

3. What strategies do you use in Speaking class? please explain!

4. How to implement these strategies when teaching speaking?

5. Why do you use these strategies in teaching speaking? explain!

6. Do you have challenges when teaching speaking for young learners?

7. When did these challenges occur?

8. Why can these challenges occur?

9. How do you overcome these challenges?

10. What are challenges more often you find when teaching speaking for young learners?

11. Why those challenges often happens? explain!

12. When those challenges happens, what will you do? explain!

Interview Guidance for Students

1. Are you reluctant when learning speaking in the class?

2. Do you feel missing pronunciation when you speaking? why?

3. When you speaking, do you have a lack vocabularies?

4. Do you not want to speak English?

5. Do you feel confused when you want to speak English? why

6. Do you have a lack motivation when you want to speak English?

Interview Transcription

**Teachers Strategies and Challenges in Teaching Speaking for
Young Learners**

1. What strategies more effective do you use when teaching speaking? explain!

    ❖ English Teacher A many strategies I use, in my opinion, the more effective strategies are simulation strategies and picture depiction and picture narrative strategies.

    ❖ English Teacher B many strategies that I use, in my opinion, the more effective strategies are simulation strategies and discussion and story telling strategies.

    ❖ English Teacher C many strategies I use, in my opinion, the more effective strategy is story telling.

    ❖ English teacher D many strategies I use , in my opinion , the more effective strategies is brain storming.

    ❖ English teacher E many strategies I use, in my opinion, the more effective strategies is simulations

    ❖ English teacher F many strategies I use, in my opinion the more effective strategies is story telling.

    ❖ English teacher G many strategies I use,in my opinion the more effective strategies is story telling

    ❖ English teacher H many strategies I use,in my opinion the more effective strategies is brain storming

2. What activities did you do at the beginning of class?

- ❖ English teacher A : I invite students to sing, guess pictures in English, before learning begins

- ❖ English teacher B : I invite students to guess the words before learning

- ❖ English teacher C: before the lesson starts, I invite students to say the names of objects around the classroom.

- ❖ English teacher D : Before the lessons starts, Ice breaking first before the lesson start

- ❖ English teacher E: singing before lesson

- ❖ English teacher F : ice breaking before lessons

- ❖ English teacher G : Before the lessons starts, Ice breaking first before the lesson start

- ❖ English teacher H : ice breaking before lessons

3. What strategies do you use in Speaking class? please explain!

- ❖ English teacher A : when I teach speaking for young learners in speaking lessons, I use strategies that make students not afraid of English, so I use strategies such as simulation, role play, story telling, playing cards.

- ❖ picture describing, and picture narrating, I use the strategy above, because when I teach I have to make students comfortable with English lessons and I try not to make them afraid when learning English, and also from that, I also try to make students enthusiastic in learning, such as singing while studying so that they are not tense in the learning process and can also learn lessons with understanding and joy.

- ❖ English teacher B : when I teach speaking for young learners, I use strategies discussions, role play, story telling, brain storming. when she teach, she use these strategies because in my opinion, these strategies are good enough for me to apply when teaching , she don't use pre-learning openings such as singing because in her opinion fifth grade students already know enough about speaking.

- ❖ English teacher C : when teaching speaking for young learners, I use a strategies role play, story telling, information gap. I taught speaking using that strategy because I adjusted it to students at the grade level, in sixth grade, I felt students didn't like it anymore by singing because they no longer like singing, but more for role play.

- ❖ English teacher D : when I taught speaking for young learners, she used strategies discussions, role play, storytelling, brain storming. When I taught, I used these strategies because in my opinion, these strategies are good enough for me to apply when teaching, I did not use pre-learning openings such as singing because in her opinion fifth grade students already know enough about speaking.

- ❖ English teacher E : when I teach English to children in speaking lessons, I

use strategies that make students not afraid of English, so I use strategies such as simulation, role play, storytelling,

❖ English teacher F : when teaching speaking for young learners, I used a strategies role play, storytelling, information gap.

❖ English teacher G : : when teaching speaking for young learners, I used a strategies role play, storytelling, information gap. I taught speaking using that strategy because I adjusted it to students at the grade level, in sixth grade, he felt students like it anymore by singing because they like singing.

❖ English teacher H : : when I taught speaking for young learners, I used strategies discussions, role play, storytelling, brain storming. When I taught, I used these strategies because in my opinion, these strategies are good enough for me to apply when teaching, I did not use pre-learning openings such as singing because in her opinion fifth grade students already know enough about speaking.

4. How to implement these strategies when teaching speaking?

❖ English teacher A: when the teaching and learning process takes place

❖ English teacher B: when the teaching and learning process takes place

❖ English teacher C : when the learning process begins

5. Why do you use these strategies in teaching speaking? explain!

❖ English teacher A : because of the strategy that I use, according to the understanding of speaking in young learners.

❖ English teacher B : because of this strategy when I teach, young learners are easy to understand.

- ❖ English teacher C : I think it is more effective.
- ❖ English teacher D : because of the strategy that I use, according to the understanding of speaking in young learners.
- ❖ English teacher E : because of this strategy when I teach, young learners are easy to understand.
- ❖ English teacher F : I think it is more effective.
- ❖ English teacher G : because of the strategy that I use, according to the understanding of speaking in young learners.
- ❖ English teacher H : because of this strategy when I teach, young learners are easy to understand.

6. Do you have challenges when teaching speaking for young learners?
- ❖ English teacher A : Of course, yes
- ❖ English teacher B : Yes, I have
- ❖ English teacher C : Yes, I have
- ❖ English teacher D : Of course, yes
- ❖ English teacher E: Yes, I have
- ❖ English teacher F : Yes, I have
- ❖ English teacher G : Of course, yes
- ❖ English teacher H : Yes, I have

7. When did these challenges occur?
- ❖ English teacher A: challenges can occur when you start by giving new material to young learners
- ❖ English teacher B: challenges occur when the teaching and learning

process takes place.

- ❖ English teacher C : challenges occur when learning begins
- ❖ challenges occur when the teaching and learning process takes place.
- ❖ English teacher D : challenges occur when learning begins
- ❖ challenges occur when the teaching and learning process takes place.
- ❖ English teacher E : challenges occur when learning begins
- ❖ English teacher F: challenges can occur when you start by giving new material to young learners
- ❖ English teacher G: challenges occur when the teaching and learning process takes place.
- ❖ English teacher H: challenges can occur when you start by giving new material to young learners

8. Why can these challenges occur?

- ❖ English teacher A: challenges can occur when I give new material, and students feel afraid when they are going to learn English.
- ❖ English teacher B : challenges can occur when I explain the material while studying
- ❖ English teacher C: challenges can occur when learning begins, because students immediately assume that the material to be studied is difficult to understand.
- ❖ English teacher D : challenges occur when learning begins
- ❖ challenges occur when the teaching and learning process takes place.
- ❖ English teacher E : challenges occur when learning begins
- ❖ English teacher F: challenges can occur when you start by giving new

material to young learners

❖ English teacher G: challenges occur when the teaching and learning process takes place.

❖ English teacher H: challenges can occur when you start by giving new material to young learners

9. How do you overcome these challenges?

❖ English teacher A : teacher A, tried to keep students from giving up when learn English especially in speaking, namely by training students to continue speaking in English, teacher A also experiences challenges such as low vocabulary, based on the results of interviews with teacher A, it turns out that the challenge for teacher A also experiences low vocabulary in English, this is because students are children or often use the mother tongue that they have learned when they were little, they are used to using their mother tongue, but when teacher A gets a challenge like this, teacher A continues to try to take a personal approach to students, and makes students more enthusiastic when learning to speak the language in england. In this case, the teacher also has challenges such as lack of motivation, where the teacher when teaching speaking English finds it difficult when students are asked to come forward in front of the class, learn to speak English, but these students are no longer confident and afraid to start, but in here teacher a strives to continue to make students feel comfortable and also the teacher takes a personal approach and provides material repeatedly so that students understand the material conveyed by the teacher.

❖ English teacher B : Teacher B also has challenges when teaching speaking, but for teacher B there are more challenges when teaching speaking, this is because teacher B has difficulty overcoming these challenges, because students are also naughty, but in this case teacher B continues to make an approach and tries to provide speaking material correctly, and makes students comfortable in learning, the challenges experienced by teacher B such as reluctant students where students are reluctant is when students are embarrassed to learn English and also do not feel comfortable and there is interest, in teacher B, has tried as much as possible to reduce challenges, but teacher B only provides material that is not repeated -repeat. In addition to reluctant students, teacher B also has the challenge of missing pronunciation, namely loss of vocabulary, it turns out that teacher B still often experiences challenges such as when students are told to speak, students don't want to try it, always refuse what teacher B tells them to do, and when teacher B tells them to students to try in front of the class, students also still feel embarrassed, but teacher B, must try so that they are no longer embarrassed to speak, apart from missing pronunciation, teacher B also has challenges such as lack of vocabulary, namely teacher B, lack of vocabulary, less student vocabulary, teacher B has this challenge, because students do not often speak English, but there are some students who are not want to learn to speak English anymore, the occurrence of this low vocabulary is because some students at home do not take English lessons and also do not learn English. Teacher B also have challenges such as students may not want to

speak English and nothing to say, lack of motivation, students lack confidence, pronunciation problems, when these challenges occur, for teacher b, when teaching speaking there are challenges such as students who don't want to try learn to speak English, because according to students English is not interesting, and students also feel bored, students are also shy and not confident when speaking English, in this case, teacher b tries to provide material so students understand and want to try English.

- ❖ English teacher C : Teacher C have challenges when teaching speaking in English such as reluctant students, lack of vocabularies, lack of motivation, students lack of confidence, pronunciation problems. In this case, teacher C experiences these challenges when students are given new material, students feel lazy and embarrassed when asked to learning to speak in front of the class, for example in learning material to recognize family names, then learning to recognize the names of objects in the room and also when learning self-introductions, students feel embarrassed and also lack vocabulary, but teacher C also tries to make students not feel embarrassed and difficulties, teacher C tries to provide motivation and advice to students, the low motivation of students when learning speaking, according to teacher C is because the parents of students sometimes do not give private English at home, this is because it is based on student economics, for pronunciation problems or English pronunciation, s it is still difficult for students to pronounce some English vocabulary, but there are also students who really like English.

❖ English teacher D : she had challenges such as reluctant students, lack vocabularies, students lack confidence, pronunciation problem when she had these challenges, she always try to overcome how to prevent these challenges from occurring,

❖ English teacher E : she had challenges when teaching speaking to young learners, such as missing pronunciation, nothing to say, lack vocabularies, lack motivation,pronunciation problem. In the challenges that she experienced, she tried to handle young learners by trying to get children to learn while playing, so that young learners do not feel tense and afraid when learning to speak, challenges when teaching speaking often occur when new material is taught, and these challenges can occur, because students are more likely to feel embarrassed and afraid when learning to speak English.

❖ English teacher F : he had challenges such as reluctant students, missing pronunciation, lack vocabularies, nothing to say, students may not want to speak English, lack motivation, students lack confidence, pronunciation problem. he felt that the challenges when teaching speaking for young learners are more, because he still did not understand how to teach speaking to young learners.

❖ English teacher G : he had challenges such as reluctant students, missing pronunciation, lack vocabularies, nothing to say, students may not want to speak English, lack motivation, students lack confidence, pronunciation problem.

❖ English teacher H : she had challenges such as reluctant students, lack vocabularies, lack motivation, students lack confidence, pronunciation problem when she had these challenges, she always try to overcome how to prevent these challenges from occurring.

10. What are challenges more often you find when teaching speaking for young learners?

   ❖ English teacher A : lack of vocabularies and lack of motivation

   ❖ English teacher B : lack of vocabularies and lack of motivation

   ❖ English teacher C : lack of vocabularies and lack of motivation

   ❖ English teacher D : lack of vocabularies and lack of motivation

   ❖ English teacher E : lack of vocabularies and lack of motivation

   ❖ English teacher F : lack of vocabularies and lack of motivation

   ❖ English teacher G : lack of vocabularies and lack of motivation

   ❖ English teacher H : lack of vocabularies and lack of motivation

11. Why those challenges often happens? explain!

   ❖ English teacher A: challenges often occur when starting with giving new material to young learners.

   ❖ English teacher B: challenges often occur when the teaching and learning process takes place.

   ❖ English teacher C : challenges occur when learning begins

   ❖ English teacher D : challenges occur when learning begins

   ❖ challenges occur when the teaching and learning process takes place.

   ❖ English teacher E : challenges occur when learning begins

   ❖ English teacher F: challenges can occur when you start by giving new material to young learners

   ❖ English teacher G: challenges occur when the teaching and learning process takes place.

   ❖ English teacher H: challenges can occur when you start by giving new

material to young learners

12. When those challenges happens, what will you do? explain!

- ❖ English teacher A: challenges often occur when starting with giving new material to young learners.
- ❖ English teacher B: challenges often occur when the teaching and learning process takes place.
- ❖ English teacher C : challenges occur when learning begins
- ❖ English teacher D : challenges occur when learning begins
- ❖ challenges occur when the teaching and learning process takes place.
- ❖ English teacher E : challenges occur when learning begins
- ❖ English teacher F: challenges can occur when you start by giving new material to young learners
- ❖ English teacher G: challenges occur when the teaching and learning process takes place.
- ❖ English teacher H: challenges can occur when you start by giving new material to young learners
- ❖ English teacher I: challenges occur when the teaching and learning process takes place.
- ❖ English teacher J: challenges can occur when you start by giving new material to young learners
- ❖ English teacher K: challenges occur when the teaching and learning process takes place.

BIOGRAPHY

Nurjanah is the author of a scientific thesis with the title **"Teacher's Strategies and Challenges in Teaching Speaking for Young Learners"** . The author was born in Musirawas Regency on December 19, 1999. The author is the first of two children born to Mr.Kamidi and Mrs. Supartini. The writer's brother's named Dika Setiawan.

The author's formal education history is SDN 01 Kalibening, graduated in 2012. SMP Ma'arif NU graduated in 2015. Madrasah Aliyah Negeri Al Muhajirin graduated in 2018, and final education at the State Islamic Institute College (IAIN) Curup S1 English Tadris study program academic year 2023, and joined in the Student Activity Unit (UKM) Campus Da'wah Institute (LDK), and Musirawas Student Association (IKAMMURA)