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YOUNG LEARNERS

I hereby declare that this thesis is my work. It has been written by me as the result of my original research. This thesis does not incorporate any materials previously written or published by another person except the certain part that I took as quotations and references by following the usual procedures of scientific work. Due to this fact, I am the only person responsible for the thesis if any objections or claims from others.

This thesis is presented to fulfill the requirements for the degree of sarjana (S1) in the English Department, State Islamic Institute of Kediri.

Kediri, 10th of June 2023

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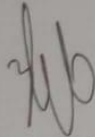
**AN ANALYSIS OF TEACHING SPEAKING STRATEGY IN THE EFOS
PROGRAM FOR EFL YOUNG LEARNERS**

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DEDICATION

Alhamdulillah, all praise be to Allah who always gives his mercy to all of us. I have nothing to say except immense gratitude. Without His power, I would not have been able to complete this thesis properly.

I do not forget the blessings and greetings that hopefully always accompany the prophet Muhammad SAW. who has guided us from the Jahiliyah era to the current Islamic era.

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The author realizes that this paper is far from perfect, with many shortcomings. Hopefully, this simple writing can benefit the readers. If you want to provide input, it is very permissible. Hopefully, it can be a charity for the author. *Amiin*.

MOTTO

***"ALLAH TIDAK AKAN MEMBEBANI SESEORANG MELAINKAN SESUAI
DENGAN KESANGGUPANNYA."***

(Q:S Al-Bagarah:286)

***"KARENA SESUNGGUHNYA SETELAH KESULITAN DATANGLAH
KEMUDAHAN"***

(Q:S Al-Insyirah:5)

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At least, the writer can only wish that the result of this study would be valuable and useful especially for the writer and for the reader generally. Aamiin.

The Writer,

Uswatun Hasanah

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Abstract

Hasanah, Uswatun. 2023. *“An Analysis of Teaching Speaking Strategy in The Efos Program for EFL Young Learners”*. A Graduating Paper. Department of English Language Education. Faculty of Tarbiyah. State Islamic Institute of Kediri. advisor: (I). Nurul Aini, M.Pd. (II). Fitriatul Masitoh,, S.S., M.Pd.

Key Words: *Speaking, Strategy, Young Learners.*

This study aims to know the strategy used by the English teacher in teaching speaking to EFL young learners. Speaking is fundamental for communicating and expressing feelings, emotions, and ideas. Knowing that speaking is a skill to communicate with others, studying speaking needs to start earlier. Teaching speaking to young learners needs strategies that can help students speak English well. To achieve this, English teachers can use different teaching strategies in the teaching and learning process. The strategies used should be appropriate to the student’s needs and interests. Moreover, for young learners, the teachers sometimes need to use gestures, intonation, demonstrations, actions, and facial expressions.

This study used the study case design; because a case study in education can be carried out on the basis of an in-depth investigation of individuals, groups, and social institutions that are related to the world of education. The study involved two techniques of data collecting namely interview and observation, the observation was done at primary class 4 and primary 5 in the *EfoS* program. The interview was done with two English teachers with nine questions which consist of what the strategy used, the media used, and the challenges and strengths of each strategy. The setting of the study was taken in Primary Islamic International School. The data analysis used data condensation, data display, and drawing conclusions.

The findings show that three teaching strategies are used by the teachers to teach speaking skills to their students. The teacher uses the strategy of drilling, role-play, and pronunciation activity in teaching speaking to primary students at Islamic International School in *EfoS* program. The teacher implements those strategies to increase students’ confidence in speaking English. The media used in the *EfoS* program are Fitzroy Readers Book and Big English. The strengths are the students’ active participation in class and understanding of how to pronounce well, while the challenge is that the students need more time to study and the student in low-level need to be guided one by one.

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