CHAPTER I

INTRODUCTION

This chapter describes the background of the research, the research question, the objective of the research, the scope and limitation of the research, the significance of the research, and the definition of the key term.

A. Background of the Research

Speaking is a fundamental skill for communicating and expressing feelings, emotions, and ideas. Speaking is one of the skills that students must master to learn English. Speaking is defined differently by various experts. In their book, Brown and Yule (1989) state that speaking is used to express needs, requests, information, services, and so on. Meanwhile, Jones (1989) states that speaking is a form of communication. The primary activity of the individual is focused on a specific goal. As a result, everything we want to say must be effectively conveyed; because speaking is more than just making sounds, it is also a process of achieving goals that involve message transfer.

Knowing that speaking is a skill to communicate with others, studying speaking needs to start earlier. Uysal (2015) asserts that using methods and materials that appeal to learners' interests will help early language education get off to a better start. Because they are less self-conscious than older learners, teaching young learners to speak is very rewarding (Phillips, 1993). Teachers, however, find it challenging because in order for students to express themselves, they must master vocabulary, pronunciation, structure, and function.

According to Susan (1992), working with young language learners can be both a rewarding and demanding experience. Because young children already possess a set of instincts, abilities, and traits that will aid in their language acquisition. As a result, when young language learners study a new language, they are not unprepared. This ability is highly developed when children enter primary school. They continue to use it for their academic assignments.

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. According to Armstrong (2013), teaching strategy is a method that a teacher employs to aid students in comprehending the lesson's material and improve learning outcomes. Besides, Teaching strategies, according to Lestari (2016), are plans used to deliver a lesson that cover teaching goals and planned procedures for putting the strategy into practice. Role-playing, simulation, drills, discussions, storytelling, presentations, and communication games are some teaching methods that can be used to improve students' speaking abilities.

English for Speaking (*EfoS*) is a program at Primary Islamic International School PSM Kediri. This program uses several strategies in teaching speaking the output of this program is that students are expected to apply English as a daily language. In *EfoS,* the material given is related to

the classroom and daily expression but sometimes given in strengthening of yes or no questions according to the chapter of the English material. The method used in this teaching strategy is categorized into two levels. The first is for the lower level (classes 1, 2, and 3) by using drilling and the second is for the upper level (classes 4, 5, and 6) by using drilling and conversation.

Thereby, this research is conducted in School-Based International Standard, Primary Islamic International School PSM Kediri. This school implements the English as a working language program. Therefore, students are required to be able to speak English. To support students in being able to speak English, the school creates a strategy to learn English, especially in speaking, called English for Speaking (*EfoS*), as explained above.

A previous study showed that the teacher used three strategies to teach English speaking in young learners' classes including drilling, games, and songs. Meanwhile, the challenges faced by teachers are divided into two, namely; internal and external challenges. Internal challenges include the mother tongue which is still a challenge for students and the lack of vocabulary. External challenges include a lack of exposure to English outside the classroom. To overcome these challenges, teachers must apply different teaching strategies, provide opportunities for students to speak English in the classroom, adequate learning facilities, classroom management, create a pleasant classroom atmosphere, and do self-reflection (Sudrajat, 2022).

A similar study explains that learning a language at a young age has several advantages. However, young students in Indonesian formal schools

have few opportunities to speak in class. In this case, non-formal education that can assist young learners is the English Massive Program by the government of Kediri. The teaching techniques employed by an experienced tutor and a less experienced tutor. Information gaps, games, listen and repeat exercises, question-and-answer sessions, and reading aloud were among the methods the tutors employed to encourage the students to speak. During the three meetings that were observed, the experienced tutor played the game in each one, whereas the less experienced tutor did so only once. The experienced tutor's use of a game in each of the three meetings during the observations showed that she better understood the traits of young students and exhibited those of an experienced tutor or teacher (Madjid, 2020).

The previous studies above were held in kindergarten and non-formal education which have different students, motivations, characters, and challenges. The purpose of this study is to examine the English teachers' teaching speaking strategies in the English for Speaking (*EfoS*) program in teaching speaking English because teaching strategies in English learning can have a positive impact on the students. Therefore, the title of the present study is "An Analysis of Teaching Speaking Strategy in *EfoS* Program for EFL Young Learners".

B. Research Question

Based on the background of the study above, the research questions are formulated as follows:

1. What teaching speaking strategies are used by teachers in the *EfoS* program for EFL young learners?

2. How do the teachers implement the teaching speaking strategies in the *EfoS* program for EFL young learners?

C. The Objectives of the Study

Based on the research question mentioned above, the study's objectives are;

1. To investigate the teaching speaking strategies used by teachers in the *EfoS* program for EFL young learners.

2. To ascertain the implementation of the teaching speaking strategy used by teachers in the *EfoS* program for EFL young learners.

D. Scope and Limitation of the Study

This study uses a study case. It is focused on analyzing the teaching speaking strategies in the *EfoS* program. This study is limited to the fourth and fifth-grade students of the primary Islamic international school *PSM* Kediri in the 2022/2023 academic year.

E. Significance of the Study

The findings of the study will be useful and provide additional knowledge to teachers, students, readers, and future researchers. Teachers can get information to ascertain the teaching speaking strategies use in the English for Speaking (*EfoS*) program at Primary Islamic International School *PSM* Kediri, which can be a reference for teachers to use English for Speaking as one of the teaching skill strategies. Students can be motivated to use English as their daily language to practice their speaking skills. This study can also be used as a reference for readers or future researchers.

F. Definition of Key Terms

1. Young learners

Young learners are children between the ages of five to twelve. In Indonesia, it is students of kindergarten until elementary or primary school.

2. Strategies for teaching speaking

Armstrong (2013) explains that a teaching strategy is a method used by a teacher to assist students in understanding the content of a lesson and to improve learning outcomes.

3. English for Speaking *(EfoS)*

English for Speaking is a program for teaching English, particularly to young learners. This program is expected to apply English as a daily language.