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Nomor: 0656 /R/KM/2024

Tentang
PENGANGKATAN PANITIA SIDANG TESIS
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GENAP TAHUN AKADEMIK 2023/2024

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Menimbang : a. Bahwa mahasiswa Program Studi Pendidikan Bahasa Inggris Sekolah Pascasarjana UHAMKA yang telah menyelesaikan ujian semua mata kuliah dan penyusunan tesisnya yang berbobot 4 (empat) sks, dipandang perlu untuk dilaksanakan Sidang Tesis.

b. Bahwa untuk kelancaran sidang tesis sebagaimana dimaksud konsideran a, maka dipandang perlu mengangkat Panitia Sidang Tesis dengan Surat Keputusan Rektor.

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Nomor : 0657/R/KM/2024
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**PANITIA SIDANG TESIS
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEMESTER GENAP TAHUN AKADEMIK 2023/2024**

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**DAFTAR NAMA PESERTA, PEMBIMBING DAN PENGUJI SIDANG TESIS
 PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS
 SEKOLAH PASCASARJANA UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
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Hari, Tanggal : Kamis, 11 Juli 2024

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NO	WAKTU	NIM	NAMA	JUDUL TESIS	PEMBIMBING / PENGUJI	PENGUJI
(1)	(2)	(3)	(4)	(5)	(6)	(7)
08.00 – 08.30		PEMBUKAAN DAN PENGARAHAN UJIAN TESIS				
1.	08.30-09.30	2009067023	ELLY AZIZAH	Teachers' Strategies in Teaching Speaking to Young Learners	1. Dr. Syaadiyah Arifin, M.Pd. 2. Hamzah Puadi Ilyas, Ph.D.	1. Siti Zulaiha, M.AL., Ph.D. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.
2.	09.30-10.30	2009067018	AHMAD PELANI	Fostering Students Writing Motivation and Writing Self Efficacy through Digital Literacy	1. Dr. Syaadiyah Arifin, M.Pd. 2. Prof. Herri Mulyono, Ph.D.	1. Dr. Akhmad Haqiqi Ma'mun, M.Pd. 2. Silih Warni, Ph.D.
3.	10.30-11.30	2009067025	ANDRIANI	Improving the Students' Writing Skills by Using Duolingo Application in SMP Islam Nurul Hikmah, Tangerang, Indonesia	1. Hamzah Puadi Ilyas, Ph.D. 2. Dr. Syaadiyah Arifin, M.Pd.	1. Silih Warni, Ph.D. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.

NO	WAKTU	NIM	NAMA	JUDUL TESIS	PEMBIMBING / PENGUJI	PENGUJI
(1)	(2)	(3)	(4)	(5)	(6)	(7)
4	13.00-13.45	2009067007	SYILFA ERPINDA RAHMAN	Students' Difficulties in Writing Narrative Text at the Tenth Grade Students of SMA Negeri 1 Tajurhalang Depok	1. Hamzah Puadi Ilyas, Ph.D. 2. Silih Warni, Ph.D.	1. Siti Zulaiha, M.AL., Ph.D. 2. Dr. Akhmad Haqiqi Ma'mun, M.Pd.



Rektor,


Prof. Dr. H. Gunawan Suryoputro, M.Hum.

Lampiran 2 Keputusan Rektor UHAMKA
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 6 Juli 2024 M

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(1)	(2)	(3)	(4)	(5)	(6)	(7)
08.00 – 08.30		PEMBUKAAN DAN PENGARAHAN UJIAN TESIS				
1.	08.30-09.30	2209067003	SYIFA NADHIRA	The Implementation of HOTS in Reading: English Teachers' Strategies at Senior High School	1.Hamzah Puadi Ilyas, Ph.D. 2.Siti Zulaiha, M.A., Ph.D.	1.Silih Warni, Ph.D. 2.Dr. Syaadiyah Arifin, M.Pd.
2	09.30-10.30	2209067004	ASTI TASLIMAH	The Use of Authentic Materials in Reading Lesson: Students' Perceptions and Preferences	1. Dr. Syaadiyah Arifin, M.Pd. 2. Silih Warni, Ph.D.	1. Siti Zulaiha, M.AL., Ph.D 2. Hamzah Puadi Ilyas, Ph.D.
3	10.30-11.30	2209067017	MUAMMAR KHADAFI	Exploring Levels and Correlation of Writing Anxiety and Writing Self Efficacy of Indonesian EFL University	1. Prof. Herri Mulyono, Ph.D. 2. Silih Warni, Ph.D.	1. Dr.Syaadiyah Arifin, M.Pd. 2. Siti Zulaiha, M.AL., Ph.D.

NO	WAKTU	NIM	NAMA	JUDUL TESIS	PEMBIMBING / PENGUJI	PENGUJI
(1)	(2)	(3)	(4)	(5)	(6)	(7)
4	11.30-12.30	2009067004	REVA ADINDA	Students' Perception of the Online Learning Media Used by EFL Teachers	1. Prof. Herri Mulyono, Ph.D. 2. Siti Zulaiha, M.A., Ph.D.	1. Hamzah Puadi Ilyas, Ph.D. 2. Dr. Syaadiah Arifin, M.Pd.
5	13.00-13.45	2209067001	AHMAD SETIADI	Students' Perceptions towards Peer Assessment in the Digital Response to the Biography (DRB) Project	1. Siti Zulaiha, M.AL., Ph.D. 2. Prof. Herri Mulyono, Ph.D.	1. Dr. Syaadiah Arifin, M.Pd. 2. Hamzah Puadi Ilyas, Ph.D.



Rektor,

Prof. Dr. H. Gunawan Suryoputro, M.Hum.

**Teachers' Strategies in Teaching Speaking
to Young Learners**

THESIS

**Submitted to Fulfill the Requirement for Thesis Writing
of the Master of Education Degree in English**

By:

ELLY AZIZAH

2009067023



DEPARTMENT OF ENGLISH EDUCATION GRADUATE SCHOOL

UNIVERSITY OF MUHAMMADIYAH PROF. DR. HAMKA

JAKARTA

2024

ABSTRACT

The teacher's strategy in teaching speaking to students is very important to increase their knowledge and communicative skills. In SD AL- Azhar 61 Sumarecon Serpong there is a teacher who developed some interesting strategies in teaching speaking. Through that strategy, most of the students still got low grades. This study aimed to analyze the teacher's strategies in teaching speaking and to describe the teacher's implementation of each strategy in teaching speaking. This research used field research and descriptive qualitative methods. The data collection methods are observation, interview, and documentation. The techniques of data analysis are data reduction, data display, and verification. The subject of this research is an English teacher and the fourth-grade students of SD AL- Azhar 61 Sumarecon Serpong. Then, the object of this research is the implementation of each strategy in teaching speaking that the teacher used. In the result of the research, the strategies that the teacher used are drilling and dialogue practicing using role play. The implementation of the strategies used the same topic material, about "two return tickets". Drilling implementation strategies include students imitating, repeating, and focusing on accuracy related to the material. Then, for the implementation of the practicing dialogue, the teacher gives instructions to the students, who pair up with a friend and practice the dialogue in the group in front of the class.

Keyword: Teacher's Strategies, Teaching Speaking, Teaching English

THESIS ADVISOR APPROVAL

**Teachers' Strategies in Teaching Speaking
to Young Learners
THESIS**

**Submitted to Fulfill Requirement for Thesis Writing of
the Master of Education Degree in English**

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Praise Allah SWT for His blessing and mercy that she can finish her thesis entitled “Teachers’ Strategies in Teaching Speaking to Young Learners.” the researcher conducted a case study research to find out what are the strategies appropriate to teach in classroom activities to the students of SD Islam Al Azhar 61 Summarecon Serpong. The researchers also want to find out the teacher’s techniques when carrying out those activities to enhance the student’s speaking ability. This thesis is submitted as a compulsory fulfillment of the requirements for the S2 degree of the English Education Program at The Post Graduate Program of the University of Muhammadiyah Prof. DR. HAMKA Jakarta.

It is important to know that this thesis would never have been completed without any supports, encouragement, and assistance from several dedicated people. On this available occasion, she would like to dedicate her deep gratitude to her first supervisor Dr.Syaadiyah Arifin, M.Pd , and second supervisor, Hamzah Puadi Ilyas, Ph.D. who have given comments. suggestion, and guidance in writing this thesis.

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Tangerang, Juni 2024

The Writer

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REFFERENCES

CHAPTER I INTRODUCTION

A. Background to the Study

The teaching of speaking is having high concern in many language programs and teaching strategies can not be denied as a factor influencing the teaching outcome. Strategies employed to achieve the ability to write and speak would be different because the goals of each skill are not the same. The former is concerned with the ability to produce written language, whereas the latter mainly focuses on producing oral language. Moreover, the strategies for teaching English skills should be made appropriate for each skill in order to attain the expected outcomes. (Aflah, 2021). They must have many attractive strategies and methods for educating students who share many characteristics. The teacher teaches four skills at the same time indirectly in the speaking class. Teaching speaking is an important factor in language learning. By speaking students have the opportunity to apply their language knowledge in everyday life. For speaking activities, the teacher becomes an assessment medium to measure students' learning achievement. For example, a teacher conducts tests by reading aloud, dialogues in pairs or telling stories.

There are several problems in speaking in class, for example: feeling anxious when the teachers speak English, afraid when do not understand what the teachers say, and embarrassed when it turns to

speak in front of the class. They may feel pressure when their feeling is uncontrollable. The situations show that students need help to improve their speaking skills. Teaching speaking is essential for good communication skills in both adult and young learners. Teachers should help students learn the vocabulary and grammar needed to speak English well.

Additionally, teaching speaking to young learners in Indonesia presents challenges for educators, as these learners often find it difficult to speak and think simultaneously (Sari, 2020). Furthermore, young learners may not yet be skilled communicators in their native language, underscoring the need for enhanced approaches to teaching English as a Foreign Language (EFL) in this context.

Teaching English as a Foreign Language to Young Learners (TEFLYL) involves learners of three main groups: the four to six-year-old, the seven to nine-year-old, and the ten to twelve-year-old. (Malia, 2004). Young learners have different learning from adults, they respond to meaning rather than to language form. Teaching English to young learners is challenging as it is known young learners have different learning styles, characteristics, and they could concentrate only for few minutes. Teaching speaking to young learners is mainly intended to encourage the primary students to be able to communicate instantly with others based on their constructed knowledge. As a result, many primary schools in Indonesia these days provide their

students with classroom activities that promote speaking ability. One of those school is SD Islam Al Azhar 61 Summarecon Serpong. As one of the Plus school in Tangerang, speaking English has become an important lesson to teach at SD Islam Al Azhar 61 Summarecon Serpong.

The necessity for students to become proficient in English speaking is emphasized by parents who aim to equip their children for global communication. Speaking, a crucial component of language education involves using language to convey thoughts and emotions. Consequently, it is essential for teachers to effectively prepare students to communicate in English.

As a national plus school, Indonesian and English are used for instruction in subjects such as Math, Science, and English. However, students predominantly use Indonesian to carry out classroom activities. They often resort to Indonesian for important communications, citing a lack of proficiency in expressing themselves in English. Consequently, they choose to communicate in the language they are most comfortable with to ensure they are understood.

English syllabus for primary students has been published by the Ministry of Education of Indonesia. For the primary level, English is categorized as local content. It means English is not compulsory to teach. Therefore, there is no exact syllabus to follow. The English primary teachers are still confused about what should be taught for

each grade. The school policy chooses the Cambridge curriculum for teaching English, so the teacher modifies and combines the syllabus, the material, and classroom tasks for teaching speaking.

They should compile simple oral and written texts express and respond the subject related to the context, in a very short and simple manner, by paying attention to social functions, text structure, and correct language elements and appropriate context. Even though, the function of the question sentence is very dominant for the effectiveness of the implementation of interviews and interview results, so in the teaching and learning process the teacher must be able to design interesting and fun learning, by choosing relevant methods so as to increase the learning achievement.

This research focuses on teacher strategies in teaching speaking on the material including the aspect of speaking skill, which is taught in fourth grade with competency standards as stated in the Curriculum 2013 combined with Cambridge curriculum students learning motivation, especially the motivation of students learning in class.

Based on the explanation above, the researcher conducted a case study research to find out what classroom activities the students of SD Islam Al Azhar 61 Summarecon Serpong use in their speaking class. The researchers also want to find out the teacher's techniques when carrying out those activities to enhance

the student's speaking ability.

B. Identification of Problem

Based on the background of the study above, the researcher identified the problems as follows:

1. The students do not want to use English in daily activities or in the speaking class because of a lack of confidence and low motivation. Therefore, they prefer using Indonesian rather than English.
2. No English syllabus for primary students has been published by the Ministry of Education of Indonesia. Therefore, The teachers are having difficulty providing the students with classroom activities promoting speaking.

C. Limitation of Problem

The research is limited in how the teacher uses English video to improve students' speaking ability to fourth-grade students at SD Islam Al Azhar 61 Summarecon Serpong. In this research, the writer focuses on drilling, repetition, and role play techniques with regards to their effects on students' speaking ability to know the effectiveness of these strategies and to improve students' ability to practice speaking.

D. Research Questions

1. What strategies do teachers use to teach speaking to young learners?
2. What challenges do teachers face in this process?

E. Objective of the Research

1. The appropriate strategy used by the primary teachers in the teaching of speaking to young learner students.
2. What are the challenges the teachers face when teaching speaking to young learners.

F. Significances of the Research

Policymakers and curriculum experts in the educational sector would benefit from the study because it will help them review the present educational policy and curriculum with the aim of introducing cooperative learning to improve learning abilities in the English language. The information gathered through this study would help teachers, students, educational psychology evaluation expert institutions, and researchers in education have a better understanding of cooperative learning techniques in teaching the English language which would help in reducing the failure rate in the English language among students. Based on the objective research, the writer expects this research to provide some benefits theoretically and practically.

Theoretically, Speaking forces students to use vocabulary and grammar on the spot. Learning a language through speaking improves both linguistic and non linguistic skill. It involves putting into practice comprehension, grammar and vocabulary, word order, intonation and

pronunciation, it also involves self – esteem. It is expected that this research gives better contribution and provide the great literature of the appropriate strategy in teaching of speaking to young learners.

Practically. This study is expected to encourage the students in using English for young learners through context. Since learning English by using English video make the students feel happy and enjoy the teaching and learning process, therefore they can improve their speaking skill. Hopefully, this study can provide information to students of EYL to develop the teaching strategies in relating to contextual teaching of speaking to young learner.

CHAPTER II

LITERATURE REVIEW

A. Review of Previous Research

This review aims to identify previous studies relevant to this research. The first focuses on the suitable method for teaching speaking to improve and develop students' speaking abilities. Second, the challenges faced by the teachers in teaching speaking. These previous researchers helped the writer know the appropriate strategy to use in class through speaking.

The first research was conducted by Fadhilah & Nuraeni, (2019). This study aimed to investigate non-native English teachers' strategies in teaching speaking to young learners, to find the barriers the teacher faces, and also how they overcome them. The data and information needed were collected through twenty-five questions in questionnaire sheets, and several questions related to the topic were asked in an interview session. This study revealed that the respondents used several strategies while teaching speaking at the elementary level, such as applying the Audio Lingual and Communicative Language Teaching Method, playing games, doing group work, and drilling activities to enrich the student speaking ability. However, teachers sometimes have difficulty in understanding what children are trying to communicate. Because they lack of vocabulary to speak up.

The second research was conducted by Febyawati et al. (2021). Her research aims to investigate the strategies applied by teachers in teaching spoken language to young learners. The classroom observation data was obtained through online observation using the Zoom application. The observation was done twice for each participant on Monday, 15th February, and the next Monday, 22nd February 2021. The data was collected using the classroom observation checklists containing the description of strategies done by the participants that were focused on activities in teaching spoken language. Based on the writer's assumption, four activities can be brought into the class as ways to teach spoken language to young learners, such as practicing conversation, talking partner, partner work, and role-play in the class. Four teachers are involved as participants in this research. This qualitative research uses descriptive analysis design to describe the strategies teachers at Cita Harmoni Montessori School applied in teaching spoken language to young learners. Three steps of triangulation are used in this research they are classroom observation, interview, and focus group discussion. The classroom observation checklist are used to describe the strategies applied in detail, after the data obtained, they are classified into six aspects that are: conversation, partner work, talking partner, role play, the use of media, and the effectiveness of strategies.

The findings show that the teachers employ some strategies to teach spoken language to young learners around four to six years of age. Those strategies are conversation, talking partner, repetition, gesture, picture, flashcard, song, and video.

The third research was conducted by Dwigustini et al. (2022). The research aims to know how scaffolding strategies are implemented in an English-speaking class of young learners. The writers used Interviews,

observation, and document analysis to collect the data. An English teacher and 20 junior high school students are the participants in this research. The English teacher indicated applied micro-scaffolding strategies, which are realized in the following six activities: stimulating students' participation and motivation, modeling, providing explanations, repetition drills, confirming students' understanding, and giving reviews. All those activities, blended with the role-play technique, have been proven to increase students' positive responses, especially in the learning environment, enrichment of speaking skills and confidence.

The fourth research was conducted by Ushakova et al (2022). article aims to prove the effectiveness of using modified storytelling techniques in distance learning. The lesson of UFL The research method used combined qualitative and quantitative

methods. Qualitative research describes the strategy of teaching speaking using storytelling. However, quantitative research uses comparative methods such as control classes, namely storytelling and experiment classes, using dialog, test, and interview. The respondents to this research are divided into three age categories: upper, middle, and lower. The research revealed that the modified storytelling technique can increase speaking skills in class for students of higher education in Ukraine. The result showed that the storytelling technology should be used not as the main method of teaching UFL, but to activate the learned lexical units and grammatical construction, and to form and develop speaking skills in various communicative spheres; social, academic, educational and professional one.

The fifth research was conducted by Sudrajat & Apriliani (2022) on Teachers' strategies and challenges in teaching speaking to young learners. The objective of this study was to learn about the teacher's reflection on the strategies used, the challenges, and how the teacher overcomes the problems faced when teaching English to young learners. Teaching English to young learners must be practical and interesting to achieve a learning goal. However, teaching speaking to young learners is difficult for EFL teachers. Data were acquired from three English teachers in a kindergarten in Bandung. The instruments used to collect data

were closed-ended questionnaires and semi-structured interviews, transcribed descriptively. In addition, the data analysis used includes data reduction, data display, and conclusions. The research found that the teacher used three strategies to teach English speaking in young learners' classes: drilling, games, and songs, role play, watching video. Drilling are some of the cooperative activities utilized in teaching speaking. Furthermore, there are several common tactics that can be employed in young learner classroom, such as songs, poems, chants theatre, stories, games, and total physical response (TPR) exercises. All these activities can affect learners and enhance their learning of the language. Meanwhile, the researcher reveals that the research findings related to the challenges teachers face are divided into two categories: internal and external challenges. They are problem with facilities and infrastructures, classroom management, students activity, students understanding and students concentration.

The sixth research was conducted by Ridha et al., (2022). Teaching English Strategy for Young Learners. This study aimed to learn the strategies used by teaching English to young learners at MIN 2 Kutai Kartanegara in the Academic Year 2021/2022. A descriptive qualitative research design was used. The data results were the teacher's strategies for teaching English to young

learners, teaching planning, implementation of strategy, and teaching Evaluation. The teacher prepares the lesson plan, materials, media, and methods in teaching planning. Moreover, They implemented teaching English strategies by using demonstrations, choral drills, look-and-say, pictorial illustrations, verbal illustrations, associations, question and answer, narrations, and read-and-say.

The researcher can conclude that those previous studies are related to techniques in teaching English. . Some studies above focus on the techniques in teaching speaking. Those studies have various participants, from primary school, junior high school and senior high school. However, this study has similarities about techniques in teaching speaking. In addition, the distinguish showed in the participants. This study is conducted on EYL students who study at those school. The researcher also tries to find out the difficulties in implementing techniques in teaching speaking. The qualitative method is applied in this study with three instruments as the tool of collecting data.

Theoretical Framework.

In this subsection, several essential things are discussed based on the writer's notions related to the literature reviewed. Namely teaching speaking and the strategies of teaching speaking.

B. Concept of speaking

1. Teaching Speaking

The objective of teaching speaking is communicative efficiency.

Students must understand what they are saying in terms of getting many vocabularies. They have to know about the information gap conveyed by the other speakers. In order to avoid faulty pronunciation, grammar, or vocabulary, observe the social and cultural rules in each communication environment. In this situation, voting for what his believes, particularly in teachingspeaking is worth it. In Nunan perception, to teach speaking can be defined as to teach the students to.(Nunan, 2003).

1. Produce the English speech sound and sound patterns
2. Use words and sentences with stress, intonation patterns, and the rhythm of thesecond language
3. Select the appropriate words and sentences according to the proper socialsetting, audience, situation, and subject matter
4. Organize their thoughts in a meaningful and logical sequence
5. Use language as a means of expressing values and judgments
6. Use the language quickly and confidently with few unnatural pauses, called fluency. The learners obtain their understanding by developing communicativeefficiency in speaking; teachers can use balanced activities strategies, which combines language input, structured output, and communicative output.

2. Strategies of Teaching Speaking

Teaching speaking to young learners is very rewarding since theyare less conscious than older learners (Philips, 1993).

However, the teachers find it difficult since the learners have to master vocabulary, pronunciation, structure, and function in order to say what they want. (Cameron, 2002) holds an assumption that the major part of teaching and learning to young learners will be oral. Furthermore, she proposes two guiding principles in teaching speaking to young learners: (1) Meaning must come first: if children do not understand the spoken language, they cannot learn it; (2) To learn discourse skills, children need both to participate in discourse and to build up knowledge and skill for participation. It means that the young learners should be involved in a situation where they will practice speaking with real people for real purposes.

Siddig Ahmed, (2017) provides some of the speaking skills that merit classroom time include: fluency, phonological clarity, strategies, being able to produce chunks of language, appropriacy (register), understanding elliptical forms, and the use of interconnected devices. Thus, the strategy was basically planned steps that have a broad and deep meaning resulting from a process of deep thought and reflection based on certain theories and experiences.

Language learning strategies can be divided into two main categories. They are a direct strategy and an indirect strategy (Takbir et al., 2023). The teacher's strategy has given a lot of influence on the students' conversation. Teacher strategies will help

students speak with mastery. The level of speaking of students is also influenced by the teacher strategy in speaking. Now all teachers have strategies to improve students' speaking abilities. At the school that researcher already choose, have two English teacher that has different teaching experience based on year their start teaching. According to (Florentina Robert & Syahtia Pane, 2020) The teaching techniques employed by the teacher in teaching speaking were so various such as role play, storytelling, social strategy, and discussion (Putra, 2013), A teacher who has a lot of teaching experience or a lot, in the sense he has had a relatively long working period, will have a high level of ability/work performance as a teacher. Based on the explanation above, teaching speaking to young learners should rely on children's characteristics to make the learning meaningful. The use of song and chants will be useful for teaching stress patterns and rhythm of English (Kayi, 2006). endorses thirteen activities to promote speaking, namely:

1. Discussion.

After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups. Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time

chatting with each other about irrelevant things.

2. Simulations.

Simulations are very similar to role-plays but what makes simulations different than role-plays is that they are more elaborate. In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing, and so on.

3. Role Play.

Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Thus, the teacher can tell the student "You are David, you go to the doctor and tell him what happened last night.

4. Brain Storming.

On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristic of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

5. Storytelling.

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell

their classmates. Storytelling fosters creative thinking. It also helps students express ideas in the format of beginning, development, and ending, including the characters and setting a story has to have.

6. Information Gap.

In this activity, students are supposed to be working in pairs. One student will have the information that other partner does not have and the partners will share their information. Information gap activities serve many purposes such as solving a problem or collecting information. 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 can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class.

8. Story Completion.

For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to

narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

9. Reporting.

Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class.

10. Playing Cards.

In this game, students should form groups of four. Each suit will represent a topic. For instance: diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, and card represent best teacher. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: if the topic "diamonds: earning money" is selected, here are some possible questions: Is money important in your life? why? or what is the easiest way of earning money? or what do you think about lottery? Etc. However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by

saying yes or no students get little practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences.

11. Picture Describing.

For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, and then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills

12. Find the Differences.

For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures.

13. Picture Narrating.

This activity is based on several sequential pictures. Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

3. English speaking for Young Learners

Learning English at an early age gives students benefits. It

is claimed to enhance students' language achievement (Chen, 2022). Furthermore, in general, learning English as a foreign language at an early age greatly influences young learners. It gives children time to learn about diversity, enhance their multilingualism, nurture creativity and imagination, and build confidence and understanding (Sari, 2020) For young learners, especially those who learn English as a foreign language like in Indonesia, speaking English might be something new. As a result, learning to speak English should be done in small steps. To introduce speaking activities to beginners, (Jonathan M. Newton, 2020) suggest the MINUS (meaning, interest, new language, understanding, stress-free) principle. First, speaking activities in a beginner's class should provide meaningful and relevant content. Second, teachers should maintain their students' interests through various activities, which are suggested not to last too long. Third, teachers should prevent themselves from giving too much new language to students, for example, by giving them too much information on grammar or vocabulary. Fourth, teachers are suggested to give graspable input for students' understanding; teachers may give exposure to their students' receptive skills and students' preparation to start speaking. The last principle is creating a stress-free learning atmosphere, a comforting and helpful learning environment. These

principles might be applied to all classes of beginners, including young learners, and that will help them learn better. Referring to those mentioned principles, teaching English-speaking to young learners can be conducted through many simple but interesting activities. Teachers may use repeat and listen (imitating what teachers say), repeat and do (imitating what teachers do), or guide students in discussion (Wulandari et al., 2020). Drilling is also an activity to apply in a young learners' class. Moreover, role-playing is also frequently suggested (Florentina Robert & Syahtia Pane, 2020). Teachers can explore many more engaging activities by paying attention to the teaching principles.

Young learner is categorized as students from ages three to eight years old (Pinter, 2017) limits the age groups of young learners from five to fourteen years old. However, they offer the idea that age of categorization is not a big deal in teaching language to young learners. The main issue in teaching language to young learners should begin with the consideration that every child is unique and they have substantial differences within, such as the cultural differences. Gupta (2019) lists several principles that teachers need to consider in preparing students to communicate in English:

1. Introducing and practicing pattern in ways that feel meaningful to the children, such as in games, in situation where the children

genuinely want to express themselves, and through personalization.

2. Practicing new patterns in combination with the other patterns the children have learned, so the children can internalize them more easily.

3. Giving the children many opportunities to guess how to use the patterns flexibly in novel situation.

4. Giving the children confidence to speak out in front of others by talking independently with other children and the whole class.

5. Building the children's inner strength to deal with confusing and novel situations, by presenting them with puzzles to overcome and solve, and making sure they are finally successful.

(Simeon, 2016) stated that children differ from adult learners in many ways in learning a foreign language, that there are some obvious differences: children are often more enthusiastic and lively as learners. They want to please the teacher rather than their peer group. They will have a go at an activity even when they don't quite understand why or how. However, they also lose interest more quickly and are less able to keep themselves motivated on tasks they find difficult. Furthermore, they don't have the same access as older learners to meta language that the teachers can use to explain grammar and discourse. The children often seem less embarrassed than adults at talking in a new

language, and their lack of inhibition seems to help them get a more native-like accent.

Providing young learners with bodily-kinesthetic activities such as making things, singing action songs, playing games, doing project work, and doing hands-on activities is a great help for them to understand the target language due to the fact that they eagerly explore the language to understand through the physical activities. In response to the questions about how they learn or remember best, most of the learners in elementary education specify that they can learn and remember best the things they have worked on (İsmail Çakır, 2003). It can be stated that the language is closely related to what is happening in the situation, and so learners can get clues about the meaning from the activity that accompanies the language.

According to former Psychology professor James Asher, learning best occurs through physical action, such as pointing, touching, drawing, singing, miming, and role-play. Movement activities are such a good way to teach especially for young learners. Young learners are elementary students aged between 6-12 years old which also can be categorized into two groups which are the younger group from age 6-8 years and the older group from age 9-12 years. Young learners, also have some different types of learning styles which can be divided into three types which are visual, auditory, and kinesthetic learners. From those learning styles, kinesthetic learners are the ones who often faced by the teacher. Concerning characteristics of young learners, some children are creative and want to be active (Willans, 2018). Children in

preschool or primary settings generally learn by way of physical activities or learning by doing. It means that they learn through hands-on experiences and through the manipulation of objects in the environment.

Teaching young learners is not an easy thing to do (Artini, 2017). One of the struggles in teaching young learners is that their attentions can be easily distracted which makes they do not want to stay still so the result is they will not be engaged with the lesson. Even if it is one of the problems which is faced by the teacher, ~~but~~ we cannot hide the fact that it is just how most of children act or behave. In reality, the teacher often tells the students how to behave in a classroom by asking them to be quiet while the teacher is talking and raise their hands if they want to do something. Instead of pushing them to stay still or quiet, it is better to utilize what they have. Here it seems like young learners have so much energy which can be seen from their activeness in moving around, so it is better for the teacher to design or give them activities where they can explore and develop as much as possible.

CHAPTER
III
RESEARCH
METHODOLOGY

A. Research Design

In this part explains about how the data was collected by this research. This research adopted qualitative inquiry. Creswell (2008) stated that research is to identify the information to develop our understanding of a topic. It means that research is the process of finding solution to the issue of the research.

This research employed qualitative method by using a case study which approach to identify the specific related to the research itself. A case study is a research approach used to analyze a real-life phenomenon in depth and within its environmental context. The phenomenon in this research is to find techniques in teaching vocabulary used by the EFL teachers and to know the difficulties faced by the teachers in implementing the vocabulary teaching techniques. Therefore, the researcher used several data collection using class observation and interview EYL students' to build the valid results. From the explanation above, this research uses descriptive qualitative which combined with a case study is appropriate method.

B. Setting and Participants

The research was conducted at SD Islam Al Azhar 61 Summarecon Serpong. Kabupaten Tangerang. In addition the result of students achievement is still considered unsatisfactory especially in speaking skill.

Based on the researcher's experiences, who has been teaching English at SD Islam Al Azhar 61 Summarecon Serpong for five years, Schedule of research will be arranged on January 10th until March 8th 2024.

C. Procedure of the Research

The data were analyzed based on the following procedure:

1. Determining the theme "Two return ticket's"

This step had a purpose to find out information concerning the students' speaking ability. In this step, some activities were conducted. They included observing the teaching and learning process, interviewing some students of grade IV C.

Based on the observations, the interview, and the discussions, the existing problems were classified. The problems found in this research were related to the students' low speaking ability affected by the teaching and learning habit and the students' motivation."

After identifying those problems found, the researcher determined some plans to solve the problems concerning the students' speaking ability.

2 Action and Observation

After making the lesson plan, the actions were implemented in the class. The teaching and learning process were observed and recorded in the form of field notes and observation sheets. In this step the researcher also identified some problems that appeared during the teaching and learning process. Based on the data gathered from the observations, during the implementation of the action, the researcher and the collaborators had a discussion. Then, they evaluated the implementation of the action and try to solve any existing weaknesses or problems in the next action. The evaluation was done every time after the implementation of the actions. It aimed to know whether the objective had been achieved or not. The reflection was got from all involved members, the English teacher and some students of grade IV C through the observation and the interviews. The successful actions were continued in the next teaching and learning process, but the unsuccessful actions were modified into the ones that were more suitable.

Table. 3.1
Research Schedule

No	Activities	January				February				March			
		1	2	3	4	1	2	3	4	1	2	3	4
1.	Pre-Observation												
2.	Collecting data (observation)												
3.	Collecting data(interview)												
4.	Collecting data (questionare)												
5.	Data Analysis												
6.	Report												

In this study, the researcher focus on the process of how English lesson are being taught in class using an appropriate strategy.

3.2 Table Analytical Scoring

Rated qualities	Points	Behavioral statements
Pronunciation	5	If speech is fluent and effortless as that of native speaker
	4	Always intelligible, though one is conscious of a definite Accent
	3	Pronunciation problems necessitate concentrated listening and occasionally lead to miss understanding
	2	Very hard to understand because of pronunciation problems. must frequently be asked to repeat
	1	Pronunciation problems so severe as to make speech virtually unintelligible
Vocabulary	5	Use of vocabulary and idioms virtually that is of a native Speaker
	4	Sometimes use inappropriate terms and or must rephrase ideas because of inadequate vocabulary
	3	Frequently uses the wrong words; conversation somewhat limited because of inadequate vocabulary
	2	Denotes that miss utilizing of words and very limited vocabulary make comprehension quite difficult
	1	Vocabulary limitations so extreme as to make conversation virtually impossible
Grammar	5	Make few (if any) noticeable errors of grammar or word Order

	4	Occasionally makes grammatical and/or word errors which do not however, obscure meaning
	3	Refers to that speed and fluency are rather strongly affected by language problem
	2	Means that a student usually doubt and often forces into silence by language problem
	1	Means that speech is so halting and fragmentary as to make conversation virtually impossible.
Fluency	5	Speech as fluent and effortless as that of a native speaker
	4	Speed and fluency are rather strongly affected by language problems
	3	Make frequents errors of grammar and word order, which obscure meaning
	2	Grammar and word order make comprehension difficult must often sentence and/ or restrict him to basic pattern
	1	Speech is so halting and fragmentary as to make conversation virtually impossible

D. Data Collection Methods.

To collect the data, the researcher uses direct observation, interview, and document as the instruments. Further, in conducting the research the following steps should be considered :

1. Finding out some theories and concepts related to the teaching speaking to young learners.
2. Selecting the participants. Namely the students SD Islam Al Azhar 61 Summarecon Serpong in the 2023/2024 Academic Year. This research chose on class in one of the elementary schools. This class consists of 31 students, and they are in grade four C.
3. Preparing observation sheet and interview guideline as the research instrument.

4. Observing the class activities in eight meetings. Each meeting takes two hours lessons, and each hour lesson took 45 minutes, to increase the validity of the observation the researcher used the video recorder to record the teaching speaking process to prevent miss understanding.
5. Interviewing students to get more information from their ideas.
6. Preparing the documents.
7. Analyzing the data obtained from observation, interview, and documents;
8. Interpreting the findings from those instruments; and
9. Drawing conclusion based on the obtained data.

In this study, the researcher used interviews, observation and document study to collect data.

1. Interview

Interview guide sheets consisted of several open-ended question to conduct the interview session to get the deeper information about their knowledge in teaching, their strategies that could be used in teaching English to young learners, their experience in teaching foreign students especially young learners, the difficulties in teaching English to the foreign students and how they overcame the difficulties. The questions were open ended which allowed the participants to share their ideas and opinion freely regarding non-native English teachers' strategies in teaching speaking and it was recorded through the sound recorder. In investigating the non-native English teachers' strategies in teaching speaking to the young learners in elementary school, the researcher

collects the information from the questionnaire given, and conducted the interview session.

2. Classroom Observation

Observation has been done by survey that was implemented to collect information deeper by watching and seeing the behavior the subjects of study in their real and natural situation. The observation was conducted by teaching learning process for several meeting. In observing, there were several tools that the teacher used, they include field notes, and recording. The writer observed the students' behavior by assessing them. and the video was recorded to set a side every activity that happen in the classroom.

3. Document Study

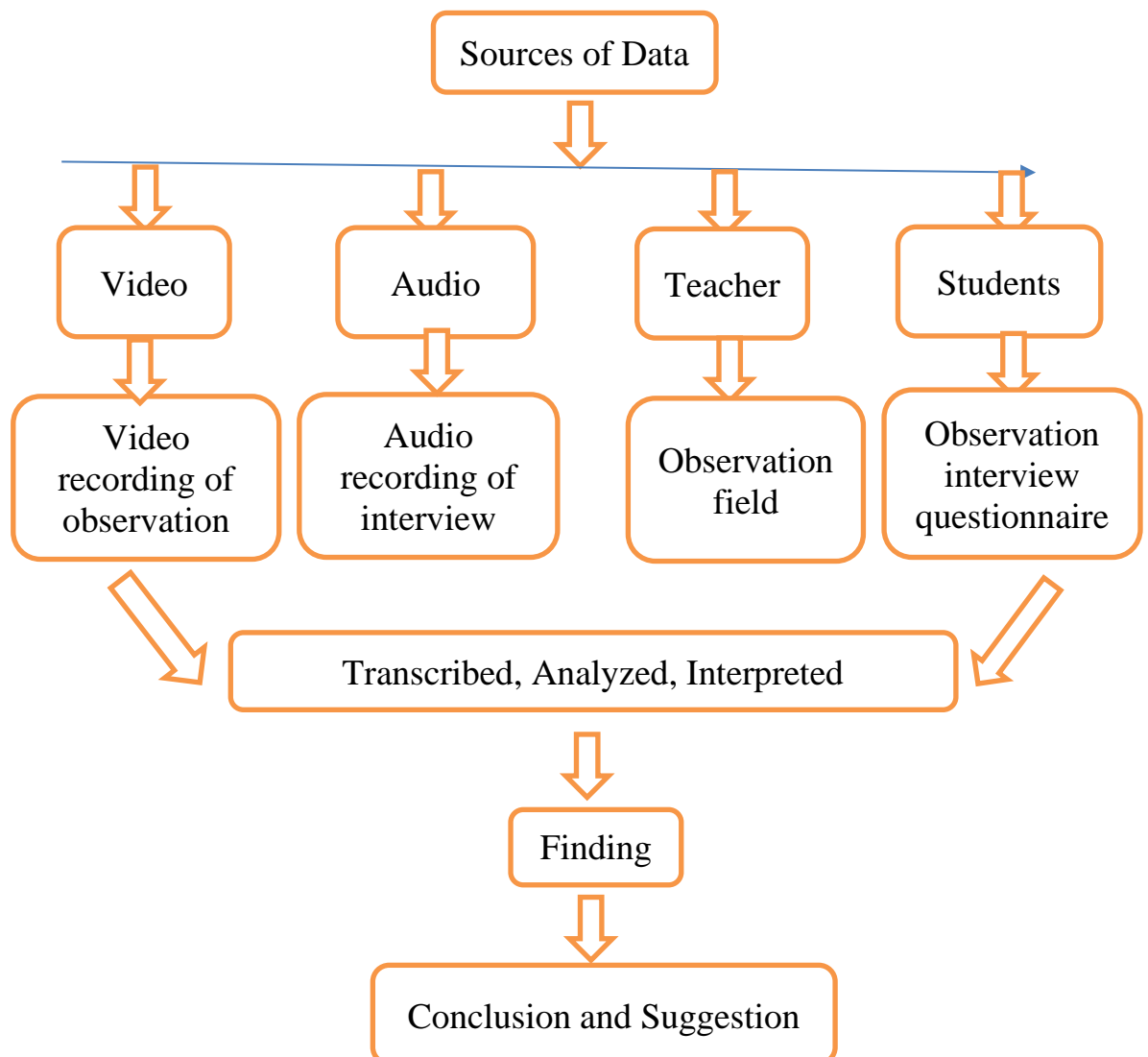
Documentation of study is added to this present study. Documentation of study is part of collecting data method that useful to strengthen others data. It validates the evidence and synchronizes the written data with real situation. The documentation of study that was taken in this study consists of syllabuses from Al Azhar 61 Elementary School at Sumarecon Serpong and student's book from Cambridge "Super Minds" special edition, the author's are Herbert Putschta, Gunter Geengross, Peter Lewis-Jones , documentation of teaching learning activity on CD room available to support student's book. Those documents will be gathered to see students' assessment practice.

E. Data Analysis

After collecting data through interviews, observation, and document studies, the data are categorized based on the research questions. Then the data are transcribed, analyzed, and described as on (Miles, 1994) state that there are three ways of analyzing qualitative data, they are *reducing the data*, *displaying the data*, and *drawing conclusion*

Table 3.3

The process of data analysis



Referring to the table above, the researcher use the following step to analyze the data.

1. Describing all information from observational transcription and field note. Interview transcription and questionnaire in general.

- a. The researcher transcribed the video recording of the observation, from the observational transcription and the field note, the researcher analyzed the data of the strategies used by the teacher in teaching speaking, the process of using those strategies and the students' responses toward the strategies.

- b. The researcher transcribed the recording of the interview. From the interview transcription the researcher analyzed the data of the strategies used by the teacher in teaching speaking, the process using those strategies in the classroom and the students' responses towards the strategies.

- c. The researcher analyzed the data of student's responses toward the used of teacher's strategies in teaching speaking from the questionnaires.

2. Categorizing the information based on the research questions the strategies used by the teacher in teaching speaking to the students of SD Islam Al Azhar 61 Summarecon Serpong. How the strategies applied by the researcher in teaching speaking in the classroom, and the students responses to the use of the teacher's strategies in teaching speaking in the

classroom. Then classifying all data from observational transcription and field note, interview transcription and questionnaires into the categories.

3. Analyzing how many and how often data occurred in the data base, then make a description of all information gathered from the data of the research to answer all the research questions. The researcher related all categories to each other and provide all information of the data.

F. Data Reduction

Data reduction is a form of analysis that sharpens, classifies, directs, discards unnecessary, and arranges data, so the final conclusions can be taken and verified. In this present study, data from interviews reduced by classifying by theme and code. It implemented to make the researcher focus on most important data point. The data from observation and documentation are reduced by deleting unimportant data which had no relation with the material and topic.

G. Data Display.

Displaying the data is functional to make the data easier to be understood by showing the data in form of diagram, chart, matrix or sentence. As Satori (2013) conveyed that data display technique can be done in various forms, they are table, chart, graph, or narrative. In this present study the data that has been reduced will be displayed in form of narrative. It helps the researcher to identify clearly information from data observation and interview.

H. Drawing Conclusion

The last step is to draw conclusions. The data that has been reduced and displayed into narrative will be interpreted into descriptive. In this part, the researcher has gathered data of interviews, observation, and documentation into the final information and conclusion from the real facts that happen in the classroom to answer the research question. In the final information, the data being interpreted and concluded in this study were in-service teachers' perception in assessing young learners, what kind of assessments that the teacher used in assessing young learners, and how the teachers assess young learners.

CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

In this chapter, the writer presents the findings and discussion of the research about teacher strategies in teaching speaking at SD Islam Al-Azhar 61 Summarecon Serpong. The findings were obtained from the results of observation, and interviews and continued with discussions. This study involved an English teacher and class IV students. Observations in this study were carried out for 8 meetings from Januari 12nd to March 17st. At the time of observation, the researcher entered the class to find out the process of the teacher's strategy in teaching speaking. These instruments' data are discussed in the finding and discussion section below.

In this step, the researcher conducted some activities to identify the field problems that occurred by observing the action. Observation is a process of recording and gathering data about any aspects or events that are happening in the teaching and learning activities. In this step, the researcher observed whole the activities that were happening during the implementation of the teaching and learning process. The researcher made some notes to identify some obstacles during the implementation or treatment.

The observation result showed that the teachers also used questioning and answering as one of the strategies in teaching English for their students. Based on the observation in my school

the researcher found that the teacher provided some pictures at the book and small paper to show to students. Students are asked for to observe the picture showing by the teacher that available on their books. The example of the teachers' questions and answer strategies is presented as follows.

There are ten new vocabularies which are should be pronounced by them. Listen and say the words. Then check with a friend.

“ stairs, escalators, tickets office, platform, train driver, station, a cup of coffee, a cup of tea, rucksack, suitcase”.

Students look at the words and items in picture, then teacher pronounce the words while they are listening , after that they are repeat all the words. Last they practice it in pairs.

The picture (see Appendix)

Then teacher ask the students to answer her questions ...

Teacher	: What picture is this? (showing a pictures).What's the best way to travel?
Students	: station
Teacher	: Where do Ben and Lucy decide to go?
Students	: Woodbridge station
Teacher	: How much are the tickets?
Students	: That's 70.000 Rupiah.
Teacher	: When does their train leave?
Student	: at 9 AM
Teacher	: What do they do before they leave?
Students	: They drink a cup of coffee and tea.

The observation result showed that the teachers also used questioning and answering as one of the strategies in teaching

English for their students. Based on the observation in my school the researcher found that the teacher provided some pictures at the book and small paper to show to students.

1. Analyzing of the Field Problems in implementing questions and answer technique.

The research was started by collecting information from the English teacher and grade IV C students of SD Islam Al Azhar 61 Sumarecon Serpong.

The field problems which occurred during the teaching and learning process can be seen in the table 4.1.

Table 4.1: The Field Problems Found in the English Teaching

No.	Field Problems	Indicators	Codes
1.	The students had low motivation in learning English, especially in speaking activities.	The students did not pay attention to the material delivered by the teacher.	S
2.	The students looked apathetic and inhibited to speak in English.	They tended to keep silent when the teacher was asking them questions. Also, when the teacher asked them to speak English, the students did not	S

(Continued)

(Continued)

No.	Field Problems	Indicators	Codes
		want to speak up.	
3.	The students were afraid of making mistakes when they spoke English.	They said that they did not want to speak English because they could not do it and were afraid of making mistakes.	S
4.	The students lacked vocabularies.	They did not understand the teacher's talk in English.	S

5.	The students had low pronunciation skill.	They frequently made mistakes when they were asked to pronounce English words or to speak using English.	S
6.	Many students interacted with the other students and the teacher using their mother tongue during the lesson.	The students used Indonesian language when they communicated with their teacher and the other students during the lesson.	S
7.	Many students did not pay attention to the teacher's explanation.	They were busy with their own by making noises during the class. They were busy with their selves	TL
8.	The activities given by the teacher were focused on reading and writing rather than speaking skill.	The teacher gave the materials by using a course book or LKS (worksheets) that most of which were related to the reading and writing activities only.	T
9.	The students lacked chances to practice speaking during the lesson.	The teacher often gave the students activities which tended to relate reading and writing skills by doing some tasks in the worksheets or course book.	TL
10.	Some students did not pay attention to the video presentation	They were not pay attention with the video shown by making noises during the class. They were busy with themselves	M

S : Students
 T : Teacher
 TL : Teacher and Learning Process
 M : Material

From the identified problems above, the researcher then decided some crucial problems that were feasible to solve as presented in the table 4.2.

Table 4.2: The Feasible Field Problems to Solve

No.	Field Problems	Code
1.	The students had low motivation in learning English, especially in the speaking activities.	S
2.	The students were afraid of making mistakes when they spoke in English.	S
3.	The students were apthetic and inhibited to speak in English.	S
4.	Many students interacted each other using their mother tongue during the lesson.	S
5.	The students lacked chances to practice speaking during the lesson.	TL
6.	The students lacked vocabularies.	S
7.	The students had low pronunciation skill.	S
8.	The media used were limited	M

Students faced that obstructed their potential in speaking target language.

Problem is lack of vocabulary. Students tend to use their mother tongue frequently in the speaking activities rather than using the target language, to solve the problem teacher should teach vocabulary to the students. There are some way to teach vocabulary : using introduction and revision. In the teaching learning process, researcher observed the students to see their attention to the subject of teaching, it can be seen on the table below:

Table 4.3
Observation Checklist

No	Behavior	Grade					Score
		1	2	3	4	5	
1.	Students pay attention to the researcher as a teacher						3
2.	Students interest in watching the video						4
3.	Students answer teacher's question.						3
4.	Students ask question to clarify Understanding						3
5.	Students enthusiasm in doing the task						3
Total							16

Note :

1 = Very bad (No attention or respond from the students)

2 = Bad (Only few attention and respond from the students)

3 = Fair / enough (some of students / half of students gave attention and respond)

4 = Good (more than half of students gave attention and respond)

5 = Very Good (almost all of students gave attention and respond)

The other strategy also used by the teacher at classroom in which another pictures and asked students to practice role play about “ What happens to Zelda and Horax's tickets. Before implementing the next subject the writer asked the students to see and observed the video. The teacher ask the students to make a group discussion which consist of 5 person. It was about Zelda and Horax's tickets'. However, the teacher switched the language to give instruction or asked questions to the students. The teacher's instruction in teaching English at this school is presented as follows.

- Teacher : Hi students...good morning...I will turn on the video about the story of Zelda and Horax's journey to Blackhill.
- Teacher : Make a group of 5 to practice the speaking based on what you have seen on video.
- Students : al right Mom.
- Teacher : after that you have to remind the conversation...I will give you some minutes. While they are discussing with their grup , teacher help students to prepare all the process of it. She turn around to check the preparation before practicing in front of the class.
- Students : Mom I have a bit problem to remember all the conversation.
- Teacher : please be calm down ! don't be nervous
- Student : It hard mom

Some students feel ashamed to practice, they are crying, however the others are really enjoy practicing. It make the classroom rough...but the teacher give motivation to them by repeating again the story of Zelda and Horax's video.

The picture video (see Appendix)

During the learning process, teachers make observations based on observation sheets as research instruments to measure student motivation. In addition, teachers as researchers ask students to record things that happen during learning. The results of the observations can be concluded as follows:

- 1) Learning is still not going as expected, it has not been able to motivate students to want to speak. Some students still don't want to speak.
- 2) Learning outcomes are still low because in this cycle, it has not

been maximized. The students' grades are still below average, especially when expressing opinions.

3) During the learning process students learn in a fun and relaxed way, but still not optimal. Teachers still have difficulty in managing classes with a large number of students.

2. Analyzing of the Field Problems in implementing Role Play technique.

1) The results of observations on student motivation during English language learning aspects of speaking with the Role Play learning model can be seen from the following table:

Table 4.4
The result of class observation using Role play

No	Name	Aspect of observing					Score	Score totally	Note
		A	B	C	D	E			
1	Alberick Agam Abdillah	2	2	2	2	2	10	66	Good
2	Almer Muhammad Yazid	2	2	2	1	1	8	58	Average
3	Amanda Nurfatiha	1	1	2	2	2	8	59	Average
4	Amira Zahira Suhardiman	2	2	1	1	2	8	58	Average
5	Athaya Naufal Evelardo	2	2	1	1	1	7	59	Average
6	Aubry Reisia Putri	2	2	2	2	2	10	66	Good
7	Avicenna Maher Aldevaro	2	2	2	1	1	8	57	Average
8	Azzahra Salsabila Putri	2	3	2	2	2	9	59	Average
9	Baron Rafif Ambon	2	2	2	2	2	8	60	Good
10	Bradani Asyura Putra	2	1	2	1	2	8	58	Average
11	Danesh Priscilla Dewi	1	1	1	2	2	7	59	Average
12	Darren Razan Abdulgani	2	2	2	2	1	9	55	Average

13	Dzakira Bilqis Putri	1	1	1	1	2	6	60	Good
14	Elghifari Chezza Rate	2	2	2	1	1	8	59	Average
15	Ferris Putra Ferdiawan	1	1	2	2	2	8	58	Average
16	Fico Adhyastha Prabowo	2	2	1	1	2	8	59	Average
17	Fyldo Labibrain Depfa	1	1	1	1	2	6	40	Poor
18	Gibran Althaf Fauzi	3	3	3	2	2	13	86	Excellent
19	Hana Khairunnisa	1	1	1	2	2	7	58	Average
20	Harkamil Abrar Jamhur	1	2	2	2	2	9	60	Good
21	Kanaya Shanum Laylatama	1	1	1	2	2	7	55	Average
22	Keenan Nareswara	1	1	2	2	3	9	60	Good

23	La Khasyi'ah	1	1	1	2	2	7	59	Average
24	Mikayla Aisyah	2	1	1	1	1	6	60	Good
25	Muhammad Rahman	2	2	3	3	3	13	86	Excellent
26	Nadeen Alycia Ifardo	2	1	1	2	2	8	59	Average
27	Neyrasha Milly Haura	2	1	1	2	2	8	58	Average
28	Reinner Al-Halim	2	2	2	3	3	12	80	Excellent
29	Reva Nabilazain Eddies	1	1	2	2	2	8	59	Average
30	Risa Sarah Dinaya	2	1	1	2	2	8	59	Average
31	Syahfiq Ihsan Sidqih	2	3	1	1	3	10	66	Good
Total								1895	
Mean $1895 : 31 = 61,12$									

OBSERVED ASPECT

- A. = Attention
- B. = Motivation
- C. = Cooperation
- D. = Creativity
- E. = Fluency

**SCORE
DESCRIPTION**

- 3. = Good
- 2. = Enough
- 1. = Poor

Maximum
Score = 15

GRADE DESCRIPTION

- If the students got 20 – 39 mean Poor
- If the students got 40 – 59 mean Average
- If the students got 60 – 79 mean Good
- If the students got 80 – 100 mean Excellent

The score of the observation at Role Play as follows:

Maximum score 20 points

$$\text{Students' scores} = \frac{\text{Score obtained}}{\text{Maximum score}} \times 100$$

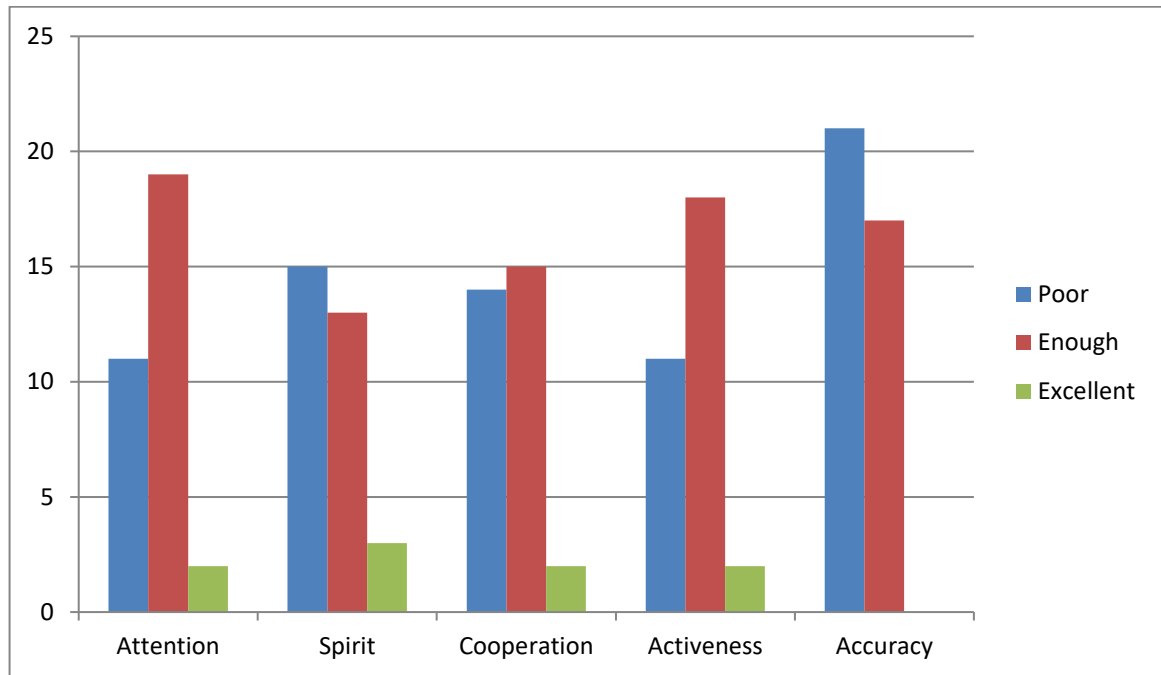
From the table above we know that the data as follows:

1. Students average score is 61,12
2. 28 students have average score, means 97% average 69 score, whereas , 1 students is poor it means below average 3%.
3. Based on teachers' observation, 1 students is poor, 8 students are good, 19 students are average and 3 students excellent

The data can be seen from the graph below:

Graph.1

The result of class observation using Role play



4) Based on observations on each aspect, it can be recorded as follows

- Based on attention aspect, the table shows that 11 students have less marks, 19 students have medium grades, and 2 students have high scores
- Based on spirit aspects, the table shows that 15 people have less marks, 13 people have medium grades, 3 people have high scores.
- Based on Cooperation aspect, the table shows that 14 people have less scores, 15 people get medium marks, 2 people get high marks.
- Based on activeness aspect the table shows that 11 students have less marks, 18 people get medium marks, and 2 people get

high marks.

- Based on accuracy aspect the table shows that 21 people scored less, 17 people got medium marks and none of the students got high marks

The Implementation of teaching speaking by watching a picture showing in slide: pre activity, main activity, and closing. In pre-activity the researcher greeted the students, checked students' attendance, gave motivation and explained the purposes of the study. The researcher also remained the material before to check the students understanding.

The main-activity was conducted using practicing English role play technique. Then the researcher gave explanation about the material. After that the researcher asked the students to describe something in front of class with preparation to make them more prepared to present. During the task, the researcher observed every student to know the problem faced by them. After the preparation was completed and they were ready to present in front of the class, the researcher and the collaborator checked the students vocabulary, pronunciation, grammar and fluency. The scoring of the students including vocabulary, pronunciation, grammar and fluency.

In using the videos, the researcher used video teaching technique that was viewing technique. Harmer states that the purpose of the viewing techniques is to awaken the students' curiosity through prediction activities. Therefore, when the students watch the video sequence in its entirety

they will have some expectations and considerations about it. There are many kinds of viewing techniques and the researcher used silent viewing that was the researcher played the tape at normal speed, but without the sound. Students had to guess what the characters are saying. When they had done this, the researcher played the tape with sound so that they can check to see if they guessed correctly.

The researcher analyzing the data which were gathered from speaking test and observation, the researcher presented the result. Based on the primary data that was speaking test, the result of research was indicated that there was improvement on the students' speaking skill using English video as learning media. In the English learning process of speaking aspects with the Role Play learning model, teachers have been able to carry out learning quite well, but it is still not optimal. Learning has not been able to motivate students' enthusiasm, activeness, attention and cooperation. This can be seen from the data on student scores in the table. Students who have high grades are still lacking. And there are still some students who still have less scores, especially in the activity of saying words, students who have low scores even though students look active, while there are 6 students who have less scores. Student motivation in the English learning process speaking aspects in grade IV.C students of SD Al-Azhar 61 Sumarecon, is still low, Student motivation values are observed based on aspects of spirit attention, cooperation, liveliness and accuracy . The average score of students' ability to speak is 61.12. This average value is still below the

specified score value of 70 .Based on discussions between researchers and collaborators, this is because teachers have not optimized learning at the beginning of learning, so students are not ready to follow learning. This can be used as a reference of teachers as researchers can motivate students in the teaching and learning process.

The goal of using videos as the main media in teaching speaking was successfully achieved. Video packaged in a number of minutes can provide flexibility for teachers and students with the right selection according to learning needs. The presence of video could bridge the scale of space and time. Objects or events that are difficult to put into practice directly can be packaged in the form of videos.

Based on the observation showed the students' improvement in using English video. From the data gained, the researcher concluded that students more confident when they asked to speak in front of class, the students could answer teacher's question, students tried to ask question to clarify understanding, the students felt enthusiastic in doing the task and the students gave a good attitude and response during teaching learning process. The students were more interested in learning English by using English video, it made them more understand about the material. It means that students's speaking skill could improve by using English video, it was proven by the previous research with the same topic from Kanaya and Baron.

Discussion

This study aimed to explore the various strategies employed by teachers in teaching speaking skills to young learners, with a particular focus on the implementation and effectiveness of these methods. The findings revealed significant insights into how techniques such as drilling and role play can enhance students' speaking abilities. The analysis shows that these strategies are not only effective in improving linguistic skills but also in boosting students' confidence and engagement in language learning. This discussion integrates these findings with insights from previous research and relevant theoretical perspectives, creating a comprehensive understanding of the best practices for teaching speaking to young learners.

The frequent use of drilling and repetition emerged as a significant strategy in teaching speaking. Drilling involved students imitating and repeating words and phrases with a focus on accuracy. This technique proved beneficial in improving students' pronunciation and vocabulary retention. These findings resonate with Fadhilah & Nuraeni (2019), who highlighted the effectiveness of drilling in enhancing students' speaking abilities through repeated practice. The repetitive nature of drilling helps students internalize language patterns, making it easier for them to use these patterns in spontaneous speech, as emphasized by Nunan (2003). Drilling also fosters a controlled practice environment where students can focus on accuracy before moving on to more communicative activities.

Role play was another crucial strategy identified in this study. The implementation of role play involved students acting out dialogues based on given scenarios, which significantly increased their confidence and speaking fluency. This finding aligns with the research by Febyawati et al. (2021), who reported that role play promotes active participation and helps students practice real-life communication. The use of role play supports Cameron's (2002) assertion that meaningful interaction in varied social contexts aids language acquisition. By simulating real-life situations, role play provides students with the opportunity to use language in context, which enhances their communicative competence and prepares them for actual language use outside the classroom.

Comparing these findings with previous studies further underscores their validity. The strategies of role play and drilling were also highlighted by Sudrajat & Apriliani (2022) as effective in teaching speaking to young learners. Their research found that these techniques not only improved students' speaking skills but also increased their engagement and motivation. Similarly, Ridha et al. (2022) reported that role play and drilling provide structured yet flexible opportunities for language practice, making them particularly suitable for young learners. These studies reinforce the current findings, suggesting that these strategies are broadly applicable across different educational contexts.

Despite the effectiveness of these strategies, the study also identified several challenges, such as students' fear of making mistakes and their limited vocabulary. Teachers addressed these challenges through continuous encouragement and the use of supportive teaching materials. This approach aligns with Ushakova et al.

(2022), who noted that supportive environments and scaffolding techniques are crucial in helping students overcome language learning anxieties. By creating a safe and encouraging classroom atmosphere, teachers can help students feel more comfortable taking risks and making mistakes, which are essential for language learning.

The findings of this study can be further linked to the theoretical framework presented in Chapter 2. The use of drilling and role play aligns with the principles of Communicative Language Teaching (CLT), which emphasizes interaction and practical communication as central components of language learning (Nunan, 2003). The observed improvement in students' speaking skills through these strategies supports Vygotsky's (1978) theory of social interaction being fundamental to cognitive development. According to Vygotsky, learning occurs through social interaction, and the use of role play and drilling in a collaborative classroom setting provides the necessary social context for effective language learning.

The research reveals that techniques like drilling and role play are remarkably effective in enhancing young learners' speaking skills. Repetitive practice helps students improve pronunciation and expand their vocabulary, while role play offers a fun and interactive way to practice real-life conversations, boosting their fluency and confidence. These methods also increase students' motivation and participation, making learning more enjoyable and relevant to their lives. A supportive learning environment is crucial in helping students overcome language anxiety. These findings align with the principles of Communicative

Language Teaching, which emphasize practical interaction, and Vygotsky's social interaction theory, which suggests that effective learning happens through social engagement. Overall, these insights highlight the importance of interactive and supportive approaches in language teaching, paving the way for more innovative teaching strategies.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter includes conclusion and suggestion. The conclusion is relevant to the findings and discussions. The Suggestion contains several notes which are very important in the teacher's strategy for teaching English Speaking.

A. Conclusion

According to the research findings about the teacher's strategy in teaching speaking, this research can be concluded based on the following findings and discussion: There are two strategies that are used by the teacher: drilling and dialogue practice using role play.

Firstly, drilling implementation strategies include students imitating, repeating, and focusing on accuracy related to the material. In the first technique, namely imitating words, phrases, and whole utterances, in this technique the teacher teaches students to imitate the teacher's words according to the topics taught to students in class. The topics or materials used in this study are Two return tickets. Here students imitate all the words from the teacher. After that, students are asked to repeat the material together in class. Such as; repeating the material related to the topic. Then, the teacher discusses some pronunciation errors made by students, and correct them. This strategy can improve students' pronunciation. As a result, students are expected to accurately imitate and repeat.

Secondly, practicing dialogues implementation strategies with Role play . The students asked for making group, each of group consist of 5 persons with their friend and students practice the dialogue on topics ' given by the teacher. The teacher used all technique of dialogue practicing strategy. Practicing dialogues used the topic of “what happen to Zelda and Horax ticket’s”. Seemly this technique appropriate with this topic. Even though they still use a mix of languages, students are more active in speaking up in class. however, they are very confident in speaking up and are not afraid to make some mistaken. When students have problems, the teacher corrects their mistakes. That strategies can help students easy to understand and more active in class. It was because the teacher motivated the students to speak up more in teaching English speaking. The used of these strategies in teaching English can help students improve their speaking skills, particularly in areas such as vocabulary, and pronunciation.

B. Suggestion

Based on the findings and discussions of data analysis, the strategy has an impact on many aspects, including the teacher, school, and students. For more information, consider the following:For the teacher, suggested being an active speaker to the students and using more spoken English. This means that students can be familiar with English. Others suggested teachers should be creative by combining several strategies to help students achieve learning goals, stimulate students' motivation to collaborate in speaking activities and encourage research with more appropriate strategies to teach speaking skills.

For the students, They should be an alternative to improving speaking and can apply the strategies given by the teacher to improve their English speaking skills. In addition, It can be expanded by further researchers who are interested in conducting research on teacher strategies in English language skills. Further research could be conducted by looking for advantages and disadvantages in the teacher's strategies in teaching speaking used by teachers. Hopefully, this research will be useful.

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APPENDIX 1. SILABUS



SILABUS PEMBELAJARAN BAHASA INGGRIS

Kelas / Semester : IV / I
Unit : 4 TWO ROUND TRIP TICKETS

Standar Kompetensi : **Mendengarkan**
 1. Mengungkapkan informasi sangat sederhana dengan tindakan dalam konteks kelas

Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator Pencapaian Kompetensi	Penilaian		Alokasi Waktu	Sumber Belajar
				Teknik	Bentuk Instrumen		
1.1 Merespon dengan melakukan tindakan sesuai instruksi secara berterima dalam konteks kelas	<p>1. Memperkenalkan kosa kata tentang stasiun kereta api: <i>station, platform, escalator, ticket office, train driver, stairs, backpack, suitcase, a cup of coffee, a cup of tea, train, track, London, Cambridge, Oxford, Hull, BlackHill, just kidding, round-trip ticket.</i></p> <p>2. Memperkenalkan ekspresi yang biasa dilakukan pada saat di kereta api <i>How much is it?</i></p> <p>3. Memakai preposisi yang benar; <i>in, at, on.</i></p>	<ul style="list-style-type: none"> ▪ Mendengarkan kosa kata dari CD terkait topik ▪ Mengulang pengucapan kosa kata tersebut ▪ Mengidentifikasi dan menggambarkan jenis elemen alam sesuai namanya ▪ Menunjukkan kosa kata alam berdasarkan kata yang terdengar dari guru. 	<ul style="list-style-type: none"> • Dapat mengidentifikasi dan menyebutkan kosa kata tentang stasiun kereta api: <i>station, platform, escalator, ticket office, train driver, stairs, backpack, suitcase, a cup of coffee, a cup of tea, train, track, London, Cambridge, Oxford, Hull, BlackHill, just kidding, round-trip ticket.</i> • Dapat mengingat dan mengulang kosa kata terkait kereta api. • Dapat menggunakan preposisi dan dapat 	Tes lisan	<p>Merespon dengan mengulang secara lisan (Listen & repeat)</p> <p>Mengidentifikasi jenis kejadian yang berhubungan dengan kereta api</p> <p>Dapat menghubungkan cerita dengan</p>	2 x 35 menit	<ul style="list-style-type: none"> • SB P. 46-47 • CD 2.16-19 • WB p.47 • Flashcards • Classware CD ROM • Workbook

			melafalkan dengan benar.		benar.		
1.2 Merespon instruksi sangat sederhana secara verbal dalam konteks kelas	1. Memperkenalkan tata bahasa <i>Present Simple and Days of the week</i> yang terkait dengan dunia kereta api.	<ul style="list-style-type: none"> ▪ Mendengarkan perintah/instruksi yang diberikan ▪ Memahami instruksi dengan baik ▪ Merespon dengan memperagakan/mengikuti instruksi-instruksi yang didengar dari CD/kaset 	<ul style="list-style-type: none"> ▪ Mampu memahami instruksi/perintah yang diberikan ▪ Merespon dengan verbal ▪ Mempraktekkan secara berkelompok di depan kelas 	Unjuk Kerja	<p>Responding Verbally (Question and Answer)</p> <p>Melakukan pembicaraan tentang situasi di perjalanan kereta api</p> <p><i>Acting Out</i></p>	2x 35 menit	<ul style="list-style-type: none"> • SB P.48 • CD 2.20-2.21 • WB p.48 • Classware CD ROM • Workbook
<p>❖ Karakter siswa yang diharapkan : Tanggung jawab (<i>responsibility</i>) Berani (<i>courage</i>) Mandiri (<i>independent</i>) Disiplin (<i>discipline</i>) Rasa hormat dan perhatian (<i>respect</i>)</p>							

Mengetahui,
Ka. SDI Al-Azhar 61

Jakarta, 17 Juli 2023
Guru Bahasa Inggris

Enden Dainuri, M.Pd

Elly Azizah, S.Pd

APPENDIX 2. SPEAKING RUBRIC

Oral Proficiency Categories

Proposed by Brown, 2004 (172-173)

No	Score	Aspects of Oral Proficiency				
		Fluency	Pronunciation	Grammar	Vocabulary	Comprehension
1.	5	Has complete fluency in language such his speech is fully accepted by educates native speaker.	Equivalent to and fully accepted by educated speakers.	Equivalent to that of an educated native speaker.	Speech on all level is fully accepted by educated native speakers in all its futures including breadth of vocabulary and idioms, colloquialisms, and pertinent cultural references	Equivalent to that of an educated native speaker.
2.	4	Able to use language fluency on all level normally pertinent to professional needs. Can participate in any conversation within the range of this experience with a high degree of fluency.	Errors in pronunciation are quite rare.	Able to use language accurately on all levels normally pertinent to professional needs. Errors in grammar are quite rare.	Can understand and participate in any conversation within the range of his experience in with a high degree of vocabulary.	Can understand any conversation within the ranger of his experience.
3.	3	Can discuss particular interests of competence with reasonable ease. Rarely has to grope for	Errors never interfere with understanding and rarely disturb native speaker. Accent may be	Control grammar is good. Able to speak the language with sufficient structural accuracy to	Able to speak the language with sufficient vocabulary to participate	Comprehension is quite complete at a normal rate of speech.

		words.	obviously foreign.	participate effectively in most formal and informal conversation on practical, social and professional topics.	effectively in most formal and informal conversations on practical, Social, and professional topics Vocabulary is broad enough that he rarely has to grope for words	
4.	2	Can handle with confidence but not facility most situations, including introductions and casual conversation about current events, as well as a work, family, and autobiographical information.	Accent is intelligible though often quite faulty.	Can usually handle elementary constructions quite accurately but does not have thorough or confident control of grammar.	Has speaking vocabulary sufficient to express himself simply with some circumlocution.	Can get the gist of most conversations of non-technical subject (i.e., topics that require no specialized knowledge).
5.	1	(No fluency description. Refer to other four language areas for implied level of fluency).	Error in pronunciation are frequent but can be understood by a native speaker used to dealing with foreigners attempting to speak his language.	Error in grammar are frequent, but speaker used to dealing with foreigners attempting to speak his language.	Speaking vocabulary inadequate to express anything but, most elementary needs.	Within the scope of his very limited language experience, can understand simple question and statement if delivered with slow speech, repetition or paraphrase.

APPENDIX.3 RPP



RENCANA PELAKSANAAN PEMBELAJARAN (RPP) BAHASA INGGRIS KELAS IV SEMESTER I SDI AL AZHAR 61 SUMARECON SERPONG TAHUN PELAJARAN 2023-2024

UNIT 4

Aspek : Berbicara (Speaking)
Alokasi Waktu : 2 X 45 menit

I. KOMPETENSI DASAR:

- 1.1 Merespon dengan melakukan tindakan sesuai instruksi secara berterima dalam konteks kelas
- 1.2 Merespon instruksi sangat sederhana secara verbal dalam konteks kelas

II. TUJUAN PEMBELAJARAN :

1. Dapat mengenali dan menyebutkan kosa kata yang berhubungan dengan stasiun kereta api.
2. Dapat menggunakan *Talking about price expressions* untuk menanyakan harga tiket kereta.
3. Dapat mengulang kosa kata dengan pengucapan bahasa Inggris yang baik dan benar.
4. Dapat memahami dan merespon instruksi guru dalam kelas secara verbal
5. Dapat berinteraksi komunikatif menggunakan kosakata, frase dan kalimat terkait topik " What happens to Zelda and Horax's tickets.

III. MATERI PEMBELAJARAN :

1. Memperkenalkan kosa kata tentang stasiun kereta api: *station, platform, escalator, ticket office, train driver, stairs, backpack, suitcase, a cup of coffee, a cup of tea, train, track, London, Cambridge, Oxford, Hull, BlackHill, just kidding, round-trip ticket.*
2. Memperkenalkan ekspresi yang biasa dilakukan pada saat di kereta api *How much is it?*

IV. METODE PEMBELAJARAN

Model/Metode : *Role Play, Think Pair Share*

V. MUATAN IMTAQ

وَتَحْمِلْ أُنْفُسَكُمْ إِلَىٰ بَلَدٍ لَّمْ تَكُونُوا بِالْعِيبَةِ إِلَّا بِشِقِّ الْأَنْفُسِ ۗ إِنَّ رَبَّكُمْ لَرُءُوفٌ رَّحِيمٌ

Dan ia memikul beban-bebanmu ke suatu negeri yang kamu tidak sanggup sampai kepadanya, melainkan dengan kesukaran-kesukaran (yang memayahkan) diri. Sesungguhnya Tuhanmu benar-benar Maha Pengasih lagi Maha Penyayang. (An-Nahl: 7)

VI. KEGIATAN PEMBELAJARAN :

Kegiatan	Deskripsi Kegiatan	Alokasi Waktu
Pendahuluan	<ul style="list-style-type: none">• Tegur dan sapa• Apersepsi dan motivasi	5 menit
Inti	<p><u>Introductory Activities</u></p> <ol style="list-style-type: none">1. Guru melakukan 'warming up' dengan bermain 'chinese whisper' dari SB p.46 No.1 (<i>station, platform, escalator, ticket office, train driver,</i>	

	<p><i>stairs, backpack, suitcase, a cup of coffee, a cup of tea, train, track, London, Cambridge, Oxford, Hull, BlackHill, just kidding, round-trip ticket.</i>)</p> <ol style="list-style-type: none"> 2. Guru membagi kelas menjadi tiga kelompok berjumlah anggota sama dan meminta orang terakhir dari rangkaian untuk menuliskan kata yang dibisikkan ke papan tulis. 3. Kelompok peserta didik yang menebak kata terbanyak mendapatkan score terbanyak. 4. Guru meminta peserta didik mendengarkan CD 2.16, dan mengulang kata tersebut dengan pelafalan dan intonasi yang benar. 5. Guru menjelaskan kosa kata yang berhubungan dengan kereta api dan stasiun. 6. Guru menjelaskan singkat tentang arti dari <i>two round trip tickets</i> dan melakukan brainstorming singkat tentang gambar dari SB p.46 No.1. 7. Guru membacakan kalimat dari SB p.46 No.2.1-4 dan meminta peserta didik menebak jawaban. 8. Peserta didik mendengarkan CD 2.17 dan mencocokkan jawaban mereka. 9. Guru mengajak peserta didik fokus pada <i>Asking for prices expressions</i> yang digunakan pada saat bertransaksi di stasiun kereta api: <i>Two round tickets to London, please? OK. How much is it? That's \$42.</i> 10. Peserta didik diminta melihat papan harga dan tujuan pada SB p.46 No.1 dan melatih bertanya tentang harga sesuai papan tersebut. 11. Peserta didik bekerja berpasangan (<i>In pairs</i>) dan guru memonitor kelas. 12. Peserta didik memeragakan dialog pendek masing-masing kelompok di depan kelas. 	15 menit
	<p><u>Main Activities</u></p> <ol style="list-style-type: none"> 1. Guru bertanya secara acak kepada beberapa peserta didik di kelas. <i>When's your birthday?</i> Dan menuliskan jawabannya di papan tulis <i>in April, on May 21st.</i> 2. Guru meminta peserta didik memperhatikan dan meminta peserta didik membuat chart, kelompok <i>time indicator</i> mana yang masuk ke kelompok masing-masing. 3. Peserta didik menjawab pertanyaan dan mendiskusikan bersama teman sebangku (<i>In pairs</i>). 4. Guru memutar CD 2.19 dan peserta didik membandingkan tebakan mereka dengan hasil menyimak CD. 5. Guru meminta peserta didik fokus pada <i>Grammar Focus</i> di SB p.47 No.2. Guru meminta peserta didik mengerjakan WB p. 47 dan membahas bersama di kelas. 6. Guru meminta siswa melihat WB p.47 No.3 dan menjawab pertanyaan tentang diri sendiri. 7. Guru menanyakan pertanyaan tersebut secara acak kepada peserta didik di kelas dan melakukan diskusi di depan kelas. 	35 menit

	<p><u>Post Activities</u></p> <ol style="list-style-type: none"> 1. Guru meminta peserta didik melihat tokoh yang ada di SB p.48 No.1 yang bernama Mr Knocks. 2. Guru menanyakan pendapat peserta didik tentang penampilan dan perilaku Mr Knocks dan <i>preteach</i> beberapa kosa kata : <i>brick, sail, canoe, drive (n), moon.</i> 	30 menit
Penutup	<ul style="list-style-type: none"> • Setelah mengikuti kegiatan pembelajaran pada pertemuan ini, peserta didik ditanya bagaimana perasaannya (REFLEKSI) • Peserta didik mengerjakan WB p.48 No.1-2 tentang lagu Mr Knocks. 	5 menit

VII. ALAT/SUMBER/MEDIA BELAJAR:

1. Sumber : Teacher's Book (TB) Superminds 4 Unit 4, Student's Book (SB);
Classware CD ROM;

Workbook

2. Media : CD Audio dan pictures

VIII. RUBRIK PENILAIAN

No	Aspect	Scale	Indicator
1	Pronunciation	0	Many wrong pronunciation
		1	Frequent incorrect pronunciation
		2	Occasional errors in pronunciation
		3	Some errors in pronunciation
		4	No errors/ minor errors
2	Grammatical Accuracy	0	No mastery of sentence construction
		1	Major problems in structure
		2	Several errors in structure
		3	Minor problems in structure
		4	Demonstrates mastery of structure (few errors)
3	Vocabulary	0	Little knowledge of English words
		1	Frequent errors of word choice
		2	Occasional errors in word choice
		3	Minor errors in word choice
		4	Effective/ appropriate word choice
4	Fluency	0	Dominated by hesitation
		1	Frequent hesitation

P E N I		2	Occasional hesitation	
		3	Minor hesitation	
		4	No hesitation	
	5 L A I A N	Interactive	0	Message unclear
		Communication	1	Disconnected idea
2			Ideas stand but loosely organized	
3			Clear and organized ideas	
		4	Well organized and clear ideas	

Indikator Pencapaian Kompetensi	Teknik Penilaian	Bentuk Instrumen	Format Penilaian
<ul style="list-style-type: none"> Dapat mengidentifikasi dan menyebutkan kosa kata tentang stasiun kereta api: <i>station, platform, escalator, ticket office, train driver, stairs, backpack, suitcase, a cup of coffee, a cup of tea, train, track, London, Cambridge, Oxford, Hull, BlackHill, just kidding, round-trip ticket.</i> Dapat mengingat dan mengulang kosa kata terkait pelaporan kereta api. Dapat menggunakan preposisi dan dapat melafalkan dengan benar. 	Tes lisan	<p>Merespon dengan mengulang secara lisan (Listen & repeat)</p> <p>Mengidentifikasi jenis kejadian yang berhubungan dengan kereta api</p> <p>Dapat menghubungkan cerita dengan benar.</p>	
<ul style="list-style-type: none"> Mampu memahami instruksi/perintah yang diberikan Merespon dengan memperagakan instruksi-instruksi yang didengar 	Unjuk Kerja	Responding verbally	

Mengetahui,
Ka. SDI Al-Azhar 61

Jakarta, 17 Juli 2023
Guru Bahasa Inggris

APPENDIX 4. OBSERVATION SHEET**OBSERVATION SHEET****Date: Januari, 12nd 2024**

	CRITERIA	YES	NO	DESCRIPTION
A	Pre-Teaching			
	1. The teacher greets the students.	√		
	2. The teacher asks the students condition and their attendance list.	√		
	3. The teacher gives opening to the students related to the material that will be discussed.	√		
	4. Students are active in responding the lead in given by the teacher		√	Only some students give response or are active.
	5. The Teacher tells the student about the objective of the lesson.	√		
B	Whilst-Teaching			
	6. The teacher distributes the hand out / work sheet.	√		
	7. The teacher gives an example of dialogue in the form of text/video/recording to the students.	√		
	8. The teacher asks the students to identify what expressions are included in the dialogue given.	√		
	9. The teacher explains how to say some expressions related to the topic discussed.	√		
	10. All students repeat what the teacher says.		√	Some students didn't pay Attention
	11. The teacher asks some students to repeat again.	√		
	12. The teacher gives pronunciation	√		

	practice to the students related to the material discussed.			
	13. The teacher gives spelling practice to the students related to the material discussed.	√		
	14. The teacher gives structure practice to the students related to the material discussed.	√		
	15. The students discuss every task actively.	√		
	16. The students are active in doing communicative language games.	√		
C	Post-Teaching			
	17. The teacher gives the students an opportunity to ask about the material that has been given.	√		
	18. The teacher asks the students what material that has just been discussed.	√		
	19. The teacher concludes and summarizes the lesson with the students.	√		
	20. The teacher closes the teaching and learning process.	√		
D	Methods			
	21. The teacher monitors the students when they do the task.	√		
	22. The teacher motivates the students to be more confidence and to speak up.	√		
	23. The teacher gives the explanation, examples, and illustration clearly.	√		
	24. The teacher uses teaching media.	√		
	25. The teacher drills the students in repeating some expressions related to	√		

	the topic discussed.			
	26. The teacher corrects the students' mistakes.	√		
	27. The teacher uses time allocation well.	√		
E	Teacher-students' interaction			
	28. The students feel free to ask, agree, and express their idea.		√	
	29. The teacher can control and manage the class.		√	Rearrange seat position the students who make a noisy.
	30. The students are encouraged to do their best.		√	
	31. The teacher is aware of individual and group needs.		√	
F	Improvement of Students Speaking Skills			
	32. Students are motivated to learn and practice their speaking skills with the new materials and activities provided by the teacher.		√	Not all the students pay attention.

Date: Februari,05th 2024

	CRITERIA	YES	NO	DESCRIPTION
A	Pre-Teaching			
	1. The teacher greets the students.	√		
	2. The teacher asks the students condition and their attendance list.	√		
	3. The teacher gives opening to the students related to the material that will be discussed.	√		
	4. Students are active in responding	√		

	the lead in given by the teacher			
	5. The Teacher tells the student about the objective of the lesson.	√		
B	Whilst-Teaching			
	6. The teacher distributes the hand out / work sheet.	√		
	7. The teacher gives an example of dialogue in the form of text/video/recording to the students.	√		
	8. The teacher asks the students to identify what expressions are included in the dialogue given.	√		
	9. The teacher explains how to say some expressions related to the topic discussed.	√		
	10. All students repeat what the teacher says.	√		
	11. The teacher asks some students to repeat again.	√		
	12. The teacher gives pronunciation practice to the students related to the material discussed.	√		
	13. The teacher gives spelling practice to the students related to the material discussed.	√		
	14. The teacher gives structure practice to the students related to the material discussed.	√		
	15. The students discuss every task actively.	√		
	16. The students are active in doing communicative language games.	√		

C	Post-Teaching	√		
	17. The teacher gives the students an opportunity to ask about the material that has been given.	√		
	18. The teacher asks the students what material that has just been discussed.	√		
	19. The teacher concludes and summarizes the lesson with the students.	√		
	20. The teacher closes the teaching and learning process.	√		
D	Methods	√		
	21. The teacher monitors the students when they do the task.	√		
	22. The teacher motivates the students to be more confidence and to speak up.	√		
	23. The teacher gives the explanation, examples, and illustration clearly.	√		
	24. The teacher uses teaching media.	√		
	25. The teacher drills the students in repeating some expressions related to the topic discussed.		√	Make all the students repeat the expressions.
	26. The teacher corrects the students' mistakes.	√		
	27. The teacher uses time allocation well.		√	Because some students still not focus in study.
E	Teacher-students' interaction			
	28. The students feel free to ask, agree, and express their idea.	√		

	29. The teacher can control and manage the class.	√		
	30. The students are encouraged to do their best.	√		
	31. The teacher is aware of individual and group needs.	√		
F	Improvement of Students Speaking Skills			
	32. Students are motivated to learn and practice their speaking skills with the new materials and activities provided by the teacher.	√		Students look more motivated than before.

Date: February 22nd, 2024

	CRITERIA	YES	NO	DESCRIPTION
A	Pre-Teaching			
	1. The teacher greets the students.	√		
	2. The teacher asks the students condition and their attendance list.	√		
	3. The teacher gives opening to the students related to the material that will be discussed.	√		
	4. Students are active in responding the lead in given by the teacher	√		
	5. The Teacher tells the student about the objective of the lesson.	√		
B	Whilst-Teaching			
	6. The teacher distributes the hand out / work sheet.	√		

	7. The teacher gives an example of dialogue in the form of text/video/recording to the students.	√		
	8. The teacher asks the students to identify what expressions are included in the dialogue given.	√		
	9. The teacher explains how to say some expressions related to the topic discussed.	√		
	10. All students repeat what the teacher says.	√		
	11. The teacher asks some students to repeat again.	√		
	12. The teacher gives pronunciation practice to the students related to the material discussed.	√		
	13. The teacher gives spelling practice to the students related to the material discussed.	√		
	14. The teacher gives structure practice to the students related to the material discussed.	√		
	15. The students discuss every task actively.	√		
	16. The students are active in doing communicative language games.	√		
C	Post-Teaching			
	17. The teacher gives the students an opportunity to ask about the material that has been given.	√		
	18. The teacher asks the students what material that has just been	√		

	discussed.			
	19. The teacher concludes and summarizes the lesson with the students.	√		
	20. The teacher closes the teaching and learning process.	√		
D	Methods	√		
	21. The teacher monitors the students when they do the task.	√		
	22. The teacher motivates the students to be more confidence and to speak up.	√		
	23. The teacher gives the explanation, examples, and illustration clearly.	√		
	24. The teacher uses teaching media.	√		
	25. The teacher drills the students in repeating some expressions related to the topic discussed.	√		
	26. The teacher corrects the students' mistakes.	√		
	27. The teacher uses time allocation well.	√		
E	Teacher-students' interaction	√		
	28. The students feel free to ask, agree, and express their idea.	√		
	29. The teacher can control and manage the class.	√		
	30. The students are encouraged to do their best.	√		
	31. The teacher is aware of individual and group needs.	√		

F	Improvement of Students Speaking Skills			
	32. Students are motivated to learn and practice their speaking skills with the new materials and activities provided by the teacher.	√		

Date: March ,12nd 2024

	CRITERIA	YES	NO	DESCRIPTION
A	Pre-Teaching			
	1. The teacher greets the students.	√		
	2. The teacher asks the students condition and their attendance list.	√		
	3. The teacher gives opening to the students related to the material that will be discussed.	√		
	4. Students are active in responding the lead in given by the teacher	√		
	5. The Teacher tells the student about the objective of the lesson.	√		
B	Whilst-Teaching			
	6. The teacher distributes the hand out / work sheet.	√		
	7. The teacher gives an example of dialogue in the form of text/video/recording to the students.	√		
	8. The teacher asks the students to identify what expressions are included in the dialogue given.	√		

	9. The teacher explains how to say some expressions related to the topic discussed.	√		
	10. All students repeat what the teacher says.	√		
	11. The teacher asks some students to repeat again.	√		
	12. The teacher gives pronunciation practice to the students related to the material discussed.	√		
	13. The teacher gives spelling practice to the students related to the material discussed.	√		
	14. The teacher gives structure practice to the students related to the material discussed.	√		
	15. The students discuss every task actively.	√		
	16. The students are active in doing communicative language games.	√		
C	Post-Teaching			
	17. The teacher gives the students an opportunity to ask about the material that has been given.	√		
	18. The teacher asks the students what material that has just been discussed.	√		
	19. The teacher concludes and summarizes the lesson with the students.	√		
	20. The teacher closes the teaching and learning process.	√		
D	Methods			

	21. The teacher monitors the students when they do the task.	√		
	22. The teacher motivates the students to be more confidence and to speak up.	√		
	23. The teacher gives the explanation, examples, and illustration clearly.	√		
	24. The teacher uses teaching media.	√		
	25. The teacher drills the students in repeating some expressions related to the topic discussed.	√		
	26. The teacher corrects the students' mistakes.	√		
	27. The teacher uses time allocation well.	√		
E	Teacher-students' interaction			
	28. The students feel free to ask, agree, and express their idea.	√		
	29. The teacher can control and manage the class.	√		
	30. The students are encouraged to do their best.	√		
	31. The teacher is aware of individual and group needs.	√		
F	Improvement of Students Speaking Skills			
	32. Students are motivated to learn and practice their speaking skills with the new materials and activities provided by the teacher.	√		

4 Two return tickets

1 051 Listen and say the words. Then check with a friend.

- 1 stairs
- 2 escalator
- 3 ticket office
- 4 platform
- 5 train driver
- 6 station
- 7 a cup of coffee
- 8 a cup of tea
- 9 rucksack
- 10 suitcase



BIG QUESTION What's the best way to travel?

2 052 Listen and answer.

- 1 Where do Ben and Lucy decide to go?
- 2 How much are the tickets?
- 3 When does their train leave?
- 4 What do they do before they leave?

3 Play the prices game.

Two return tickets to Bandung, please.

How much is it?

OK.

That's 70,000 Rupiah.

46 At the train station

APPENDIX.6 PICTURE UNIT 4

The Tunnel



1



▶ What happens to Zelda and Horax's tickets?



Lucy: I'm still thinking of your grandpa's story. When is he going to tell us?
Ben: I don't know, but I hope it's good!
Lucy: Our train is coming now.



Ben: What stop is this?
Lucy: Let's see. It's Broom. ... Oh, no! Horax and Zelda! I hope they can't see us.
Ben: Get away from the window!



Horax: Ha! You can't escape! Where's the map?
Lucy: We haven't got it here.
Horax: Open your rucksacks.



Horax: Zelda, check the book. Maybe they put the map in there.
Ben: Look! We're going into a tunnel. Now's our chance!



Horax: Right kids, time to tell me where the map is. Zelda, stand near the door! Those kids mustn't escape!



Conductor: Tickets, please ... thank you.
Horax: Hey, our tickets! I put them in my hat.
Zelda: Oh, no! Our tickets disappeared when we were going through ...

APPENDIX 7

Foto siswa lagi praktek speaking kedepan kelas



APPENDIX 8. Teaching learning Process







UNIVERSITAS MUHAMMADIYAH PROF. DR. HAMKA
SEKOLAH PASCASARJANA

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Nomor : 883 /B.04.02/2024
Lampiran : ---
Perihal : **Izin Penelitian**

14 Dzulhijjah 1445 H
21 Juni 2024 M

Yang terhormat,
Kepala SD Islam Al Azhar 61 Summarecon Serpong
Jln. Scentia Boulevard, Gading Serpong.

Assalamualaikum warahmatullahi wabarakatuh,

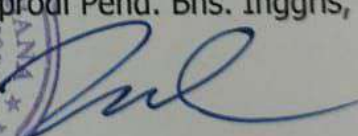
Pimpinan Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA mohon kepada Bapak/Ibu kiranya berkenan memberikan izin penelitian kepada mahasiswa kami :

N a m a : **Elly Azizah**
NIM : 2009067023
Program Studi : Pendidikan Bahasa Inggris
Jenjang Pendidikan : Strata Dua (S2)
Semester : Genap
Tahun Akademik : 2023/2024

yang bersangkutan bermaksud memperoleh data dalam rangka menyusun tesis sebagai salah satu syarat penyelesaian Studi Magister di Sekolah Pascasarjana Universitas Muhammadiyah Prof. DR. HAMKA dengan judul :
"Teacher's Strategies in Teaching Speaking to Young Learners".

Demikian permohonan ini kami sampaikan. Atas perhatian dan perkenan Bapak/Ibu kami menyampaikan terima kasih.

Wabillahittaufig wal hidayah,
Wasalamualaikum warahmatullahi wabarakatuh.

a.n. Direktur
Kaprodi Pend. Bhs. Inggris,

Siti Zulaiha, M.A., Ph.D.

Tembusan Yth :
Direktur (Sebagai laporan).



YAYASAN SYIAR BANGSA
Pengelola

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SURAT KETERANGAN

Nomor: A.709/Pend/SDIA-61/VI/1445.2024

Saya yang bertanda tangan di bawah ini:

Nama Lengkap : Nani Ariyani, M.Pd

Jabatan : Kepala SD Islam Al Azhar 61 Summarecon Serpong

dengan ini menerangkan bahwa mahasiswa atas nama:

Nama Lengkap : Elly Azizah

NIM : 2009067023

Kampus : Universitas Muhammadiyah Prof. Dr. Hamka

adalah benar telah melakukan penelitian pada tanggal 8 Januari s.d 26 April 2024 dalam rangka menyusun tesis yang berjudul:

**TEACHER'S STRATEGIES IN TEACHING SPEAKING TO YOUNG
LEARNERS**

Demikian surat keterangan ini dibuat, untuk digunakan sebagaimana mestinya

Tangerang, 27 Juni 2024

Kepala Sekolah



Nani Ariyani
Nani Ariyani, M.Pd

Daftar Riwayat Hidup



Elly Azizah dilahirkan di Tangerang, 19 September 1993. Anak pertama dari dua bersaudara pasangan (Alm) H. Khalili dan Hj. Evi Novia. Penulis memiliki cita – cita sebagai guru karena kedua orangtua penulis adalah seorang guru.

Penulis menyelesaikan Pendidikan di sekolah dasar di SDN Medang pada tahun 2005. Setelah itu penulis melanjutkan pendidikannya di Pesantren Daar El Qolam. Setelah lulus dari sekolah menengah pertama pada tahun 2008, penulis melanjutkan pendidikannya di SMAN 17 Kab. Tangerang dan lulus pada tahun 2011.

Setelah itu, penulis melanjutkan pendidikannya di perguruan tinggi swasta, Universitas Muhammadiyah Prof. DR. HAMKA pada tahun 2011 sebagai mahasiswa S1 Pendidikan Bahasa Inggris dan lulus pada tahun 2015. Setelah lulus, penulis mengajar di SDIT Al-Fityan selama 1 tahun, tahun setelahnya pindah ke SMP Global Islamic School Serpong. Pada tahun 2018 penulis pindah mengajar ke SD Islam Al Azhar 61 Summarecon Serpong.

Penulis melanjutkan studi dalam jenjang Magister di Universitas Muhammadiyah Prof. DR. HAMKA jurusan Pendidikan Bahasa Inggris di tahun 2021 dan mendapatkan gelar Magister Pendidikan Bahasa Inggris di tahun 2024. Saat ini penulis bekerja sebagai guru Bahasa Inggris di SD Islam Al Azhar 61 Summarecon Serpong, Jalan Scientia Boulevard, Gading Serpong, Tangerang. Penulis dapat dihubungi melalui ellyels19@gmail.com / 08953-2278-6622.