

The Teachers' Challenges of Teaching Speaking For Young Learners: A Case Study At English First (EF)

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Abstract

This research aims to describe the challenges in teaching speaking for young learners faced by English teachers and how the teachers solve the challenges in teaching speaking for young learners at English first (EF). The method used in this research was qualitative. The technique used to collect data in this research was interview with three teachers at English First (EF). To analyze the data, the researcher used descriptive analysis techniques. The result showed that teaching speaking for young learners have several five challenges indications from Nunan (2010) that teachers face in the class, such as : 1) cognitive development, 2) motivation, 3) attention, 4) multi-level group, and 5) assessment. Most of challenges faced by teachers were 1) lack of students self-confidence, 2) unclear students' pronunciation, and 3) parents involvement. The solution of the challenges faced by teachers in teaching speaking for young learners were different. The researcher found the solution that usually used by teachers were 1) grouping active students with students who were not active or lacked confidence, 2) using body gestures or Total Physical Response (TPR) method, and 3) the parents supposed to support to their children in learning English. It could be concluded that teachers face many challenges when teaching young learners to speak, but the teachers could overcome the challenges use the right solutions to overcome challenges and by creating fun, active, and creative learning.

Keywords: Teachers' Challenges, Teaching Speaking, Young Learners

Abstrak

Penelitian ini bertujuan untuk mendeskripsikan tantangan dalam mengajar berbicara untuk pelajar muda yang dihadapi oleh guru bahasa Inggris dan bagaimana guru memecahkan tantangan dalam mengajar berbicara untuk pelajar muda di English first (EF). Metode yang digunakan dalam penelitian ini adalah kualitatif. Teknik yang digunakan untuk mengumpulkan data dalam penelitian ini adalah wawancara dengan guru-guru English First (EF). Untuk menganalisis data, peneliti menggunakan teknik analisis deskriptif. Hasil penelitian menunjukkan bahwa pengajaran berbicara untuk anak usia dini memiliki beberapa indikasi lima tantangan dari Nunan (2010) yang dihadapi guru di kelas, seperti: 1) perkembangan kognitif, 2) motivasi, 3) perhatian, 4) kelompok multi-level, dan 5) penilaian. Sebagian besar tantangan yang dihadapi guru adalah 1) kurangnya kepercayaan diri siswa, 2) pengucapan siswa yang tidak jelas, dan 3) keterlibatan orang tua. Solusi dari tantangan yang dihadapi guru dalam mengajar berbicara untuk pelajar muda berbeda. Peneliti menemukan solusi yang biasanya digunakan oleh guru adalah 1) mengelompokkan siswa aktif dengan siswa yang kurang aktif atau kurang percaya diri, 2) menggunakan gerakan tubuh atau metode Total Physical Response (TPR), dan 3) orang tua seharusnya mendukung mereka. anak dalam belajar bahasa Inggris. Dapat disimpulkan bahwa guru menghadapi banyak tantangan ketika mengajar anak-anak berbicara, tetapi guru dapat mengatasi tantangan tersebut menggunakan solusi yang tepat untuk mengatasi tantangan dan dengan menciptakan pembelajaran yang menyenangkan, aktif, dan kreatif.

Kata Kunci: Tantangan Guru, Pengajaran Berbicara, Pelajar Muda

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INTRODUCTION

Introducing English from an early age is important considering it is a foreign language in Indonesia. As a foreign language in Indonesia, English is still one of the most popular languages he. Many parents send their children to international schools, bilingual schools and English courses from

an early age. Parents can have a positive impact on their children learning because the family is the most effective system to nurture and support a child's long-term development.

In education, English has become the main language of communication, this is because English is an international language. In Indonesia, English is considered a foreign language that must be taught from elementary school to university. Therefore, many people especially students, should be fluent in English. Learning English is an important value for students. Learning English helps students improve their skills, thinking, determination and expression. Speaking classes focus on the learner's ability to master the four language skills. Learners should have reading and listening skills to support speaking and writing.

Because English is seldom utilized in daily communication, speaking it in Indonesia is exceedingly challenging. Speaking is indeed a skill that young learners in primary school may develop. Verbal performance and verbal proficiency are two of these skills. In actuality, this is a challenging and drawn-out task. The class will be challenging for both young students and foreign language teachers. However, it is not overstated to say that communication skills, particularly language skills, are of the highest priority in the classroom, particularly when it comes to learning activities. (Yusuf & Zuraini, 2016). It means a teacher who explains what is being taught. This is certainly done through conversations with students. Especially in her EFL country, English teachers often have to speak up because they need to articulate themselves (Paneerselvam & Mohamad, 2019). Also, English is not her native language so it is part of her teaching duties.

Speaking, according to Florez (2000), is an interactive process of conveying meaning that includes receiving, creating, and processing information. Additionally, it presents difficulties for educators in figuring out what their students are learning, how and why it can effect them, and what teachings would benefit them in their future. Therefore, developing students' academic and interpersonal abilities is a requirement of language instruction. Lack of English proficiency, classroom management, adjusting to new material, student attentiveness, and effective communication are some of the difficulties teachers encounter when speaking.

Based on the previous statement, several studies have examined the challenges teachers face in teaching speaking and how these challenges can be overcome. Findings from these studies indicate that teachers are challenged by students' lack of subject knowledge, lack of time for tutoring, and confusion in choosing media for students. Several other studies with mixed results have shown that students have a limited vocabulary and are unable to express their thoughts, making it difficult to communicate with teachers. In addition, Rasheed et al (2017) teachers' challenges in teaching speaking English only because most students are unable to communicate with their English teachers because they are unable to communicate in English due to fear and lack of confidence communicate in English with given instructions.

The previous research has shown that teaching speaking for young learners presents many challenges, including: these challenges must be overcome for young learners to acquire speaking

skills and learn English well. Overcoming challenges is important, so the current research focuses on discussing the teachers' challenges of teaching speaking for young learners at English First (EF). To address this issue, researchers need to look more closely at young learner language teaching challenges in order to provide young learner teachers with insights into applied language teaching. Therefore, this study proposes two crucial problems:

1. What are the teacher's challenges in teaching speaking for young learners at English First (EF)?
2. How does the English teacher solve the challenges in teaching speaking for young learners at English First (EF)?

Literature Review

There are some points are presented in this chapter. It begins with the definitions of Teaching English to Young Learners', Challenges and Teaching Speaking. Details are highlighted below;

Teaching English for Young Learners (TEYL)

Teaching young learners is very different from teaching youth or adults. This is because young students tend to be careless and easily distracted. Young students are children in grade one (12 years), while very young students can be said to be 3 to 6 years old (Aini, 2019). Teaching EYL is challenging, especially when it comes to teaching speaking. Teaching speaking is important, but in teaching speaking, teachers face many challenges. The biggest challenge is the confidence of the students to speak. More than a quarter of a million people in the world have self-confidence issues. According to Elliot (1997), the concept of self-confidence refers to self-confidence, sometimes overexpressed, in one's own judgment, ability, power, etc. Lack of self-confidence can be composed of multiple aspects such as feelings of guilt, introverted shyness, unrealistic expectations of perfection, false humility, fear of change or failure, depression, etc.

Challenges

A challenge is a situation or set of circumstances that is challenging to deal with but that must be solved. It motivates people to develop problem-solving abilities. Additionally, Rosalina et al., (2020) A challenge is something that is thought to be tough. Teaching English is not easy, and teachers face some challenges in the process of learning English, especially when teaching oral English to young students. When teaching speaking in schools or course, teachers face a variety of challenges that can hinder the learning process. Nunan (2010) identified five challenges that English teachers may face with young learners. These challenges involve: 1) cognitive development, 2) motivation, 3) attention, 4) multilevel groups, and 5) assessment. This study used Nunan's theory to identify the challenges English teachers face when teaching young learners to speak in English First (EF).

Teaching Speaking

Kayi (2006) states that the second language generation of English sounds and patterns, word choice, sentence stress, intonation patterns and rhythms has multiple meanings. Fluency is also central to language teaching. It is understood that teaching speaking aims at improving the communication

skills of students. It is only through improving speaking skills that students learn to express themselves and follow social and cultural norms appropriate to the communication situation. An English teacher should be able to create an engaging educational environment in which students feel comfortable in the classroom and can continuously practice their speaking skills.

METHOD

The research design of this study that achieved results was a qualitative approach. According to Creswell (2014), qualitative research is an approach that studies and interprets the meaning of individual or group responses to social or human problems. The research approach was a case study, as it begins with an interpretatively described case of a teacher's task in teaching speaking for young learners.

The data of this research were statements from participant interview, questionnaire, and observation. The source of the data were the teachers at English First (EF) who teach speaking for young learners. The researchers chose English teachers as respondents because it is the teacher who regulates all kinds of learning processes, and here the teacher is the protagonist of the learning process.

In collecting data, the researchers used structured interview, questionnaire, and observation. Structured interview is tools used to collect data on opinions, beliefs, and feelings about situations from participants. A questionnaire is a data collection technique performed by providing respondents with a series of questions or written instructions to answer, rather than the researcher directly presenting the questions to the respondents and answering them (Sutopo 2006). The researchers also made observations while teachers were teaching them how to speak. In this context (McDonough, 2014) argues that the collection of observational data aims to describe the reasons for observations, the purpose of observations, the observers, and the results of observations.

This data analysis employed descriptive analysis. A data analysis technique called descriptive analysis aims to provide researchers with a general picture of the data they will be collecting. (Creswell, 2014). Data reduction, data presentation, and data analysis are three processes in the analysis process.

Because this data is qualitative must require data validation. Data validation in this research using triangulation. Data triangulation is the use of varieties of data sources (interview, questionnaire, and observation) in a study which reinforce increases in data validity (Rugg, 2010). In addition, the researcher combined and collated primary data from different participants and observation made by the researcher, based on the results of the participants' observation to complete the validity.

RESULT AND DISCUSSION

The challenges faced by English teachers in teaching speaking for young learners at English First (EF)

A challenge is a situation or condition that is difficult to deal with but must be overcome and managed. The researcher identified five challenges according to Nunan (2010) that were faced by the English teachers to teach speaking for young learners at English First (EF) and those challenges are cognitive development, motivation, attention, multi-level group, and assessment. Not all the challenges were faced by teacher. The researchers have identified the challenges faced by teachers in teaching speaking for young learners and the most common challenges such as lack of students' self-confidence, unclear students' pronunciation, and parents involvement.

Tabel 1

Teachers	Challenges
Teacher 1	"The students have obstacles during speak English, they are shy to speak, lack of confidence and different interest".
Teacher 2	"The students lack of experiences or knowledge related to the topic and lack of confidence".
Teacher 3	"Students find it difficult to build self-confidence and difficult to tell the words that are almost the same".

The first challenge by Verma et al (2016) effect of self-confidence on academic performance in students' elementary school. They found that self-confidence can also affect students' academic achievement based on low and high levels of student self-confidence, and their study found that academic performance was significantly higher among low-confidence and high-confidence students. showed that there is a difference. This theory is related to the challenges faced by English teachers. Confidence is the most important factor in learning English, so lack of confidence can affect the learning process in young learners.

Tabel 2

Teachers	Challenges
Teacher 1	"Most students are afraid of being wrong in pronouncing a word so they say it in a voice that is very low or even unclear."
Teacher 2	"The students are shy to say sentences in English so that the words spoken are only 1 or 2 words and do not use complete sentences".
Teacher 3	"The young learners have limitations in their vocabulary, so they are afraid to speak, more precisely they are afraid of making mistakes in pronouncing sentences".

The second challenge is that the students' pronunciation is unclear. According to Fiona (2013), the next challenge for teachers was the difficulty in persuading students to speak English and getting them to speak correctly, correctly and perfectly. Teachers faced such challenges while teaching young learners to speak. Young learners have difficulty saying the correct pronunciation, young learners do not use whole sentences, and young learners use deep voices when speaking.

Tabel 3

Teachers	Challenges
Teacher 1	“The students find difficult to adapt to a new language due to family and community environmental factors”.
Teacher 2	“Lack of parental support in supporting their children to learn English, they only want their children to be able to speak English through their course but the role of parents at home does not apply it”.
Teacher 3	“Sometimes. Students feel embarrassed, uncomfortable with the English speaking environment, usually due to different backgrounds (school or family) and interests”.

The third challenge arises from parental or parental involvement. According to Pugh (1998), parents can positively influence their children's learning because the family is the most effective system for promoting and sustaining a child's development over the long term. Parents' role in the learning process also has a great impact on children. Children's quality of learning can be improved simply by supporting and participating in the learning process.

The solution of the challenges faced by teachers in teaching speaking for young learners at English First (EF)

Every problem or challenge needs a solution. A solution is a solution or a way out of a problem. Here, researcher will discuss solutions to the challenges teachers face in teaching speaking for young learners. Based on the results of interview, questionnaire, and observation conducted by researchers at English First (EF) course, the researcher discovered several challenges faced by teachers, where researchers identified and also discussed solutions to address various challenges.

Table 4

Teachers	Solutions
Teacher 1	“The challenges faced are shy personality, lack of confidence. To overcome these obstacles we usually use games that make all passive students become active”.
Teacher 2	“The challenges that I faced are difficult increasing their confidence, lack of experience or students' knowledge related to the topic. To overcome these obstacles I use group games so that students want to gather and interact with each other”.
Teacher 3	“The first challenges that I often encounter is shy, then not comfortable with speaking English. To overcome these obstacles, I usually use media and games to train their abilities”.

According to Elliot (1997), lack of self-confidence consists of various aspects, including Guilt, introverted shyness, unrealistic expectations of perfection, false humility, fear of change or mistakes, depression, etc. The confidence is the most important factor required in learning English. In this case the teachers stated that their way of overcoming the first challenge of lack of confidence was by grouping active students with students who were not active or lacked confidence, so that they could work together and active friends could help or guide. Friends who are less active or less confident

become good. The teachers form several groups in the class, each group consists of very active students and less active students. of students want to interact and participate in learning. If there are students who are not confident in my class. The teachers will do activities that drain their energy, by playing while learning around the class or singing and dancing. When students carry out these activities, usually students who are not confident will begin to open up and start interacting with other friends. The solution carried out by teachers used the same method, namely young learners were invited to play in a group which aims to increase their self-confidence. So indirectly they could participate with other friends without shame and fear.

Tabel 5

Teachers	Solutions
Teacher 1	“Lack of participation in shorter or limited answers. To overcome these challenges I always use The Total Physical Response Method (TPR) is a teaching method used by teachers especially for teaching young learners. This method uses language or vocabulary concepts by using body movements to respond to verbal input. So that students who only use limited answers will develop their learning motivation for better”.
Teacher 2	“Using games, visual aids, relatable topic or examples”.
Teacher 3	“Using Total Physical Response (TPR) is a method that uses gestures to interpret words and show images and realia”.

Kayi (2006) states that the second language generation of English sounds and patterns, word choice, sentence stress, intonation patterns and rhythms has multiple meanings. The solution when students said unclear pronunciation or difficulty in making students speak was to use body gestures so that the students did not only speak 1 or 2 words, but used complete sentences. When there are students who say sentences that are not clear or in a low voice, the teacher usually tell the students to raise their voices a little, but if the voice of young learners remains unclear or small, the teachers will immediately sing loudly so that all students will sing along in a loud voice hard too. Other way the teacher usually give an example for students who only speak 1 or 2 words and don't use complete sentences by using body gestures such as imitating the movement of the animal 'it's monkey' or showing something that refers to the vocabulary word 'it is table'. From there young learners begin to learn the correct arrangement of sentences. The solution above used the The Total Physical Response Method (TPR) is a teaching method used by teachers especially for teaching young learners. This method uses language or vocabulary concepts by using body movements to respond to verbal input. This process mimics the way young learners learn their native language, reducing student inhibitions and stress. So that young learners easily memorize and remember the sentences they are studying.

Tabel 6

Teachers	Solutions
Teacher 1	“Different backgrounds (school or family) and interests. To prevent these causes I usually teach students to focus on their strengths, provide stimulus so students can find out their strengths and uniqueness, create a supportive environment”.

Teacher 2	“The causes are background knowledge and level of difficulty in class. The way to overcome these causes are not to differentiate the abilities of each student so that all students will be able to reach a level of learning according to the curriculum they get, then always increase practice, not just theory, hold group discussions and give appreciation or rewards”.
Teacher 3	“Different interest is the cause of student learning motivation is different. Therefore, I always provide opportunities for children to develop creativity and reward children in the form of praise, attention, flattery and prizes”.

Ryan (1995) explained that providing such support and encouragement not only helps children engage with and learn the language effectively, but also fosters interaction with their parents. . Parent-child interaction at home creates cognitive socialization and contributes to the child's basic intellectual development. The solutions from teacher are to suggest that parents also help in the development of their children in speaking English. The role of parents in learning to speak English is very necessary. If students only speak when they are in the course but not at home, after a while the students will forget what was learned. So that parents participate as much as possible or support their children in practicing speaking English. If students still don't want to speak English at home, the teachers provides a solution by means of parents making agreements with their children with the aim of wanting to speak English. If the young learner still does not want to speak English at home or with parents. Parents give an agreement by taking the children for a walk but with the condition that while outside or when traveling children must use English when the students want to talk to their parents. Other solutions are for teachers to teach students to focus on their strengths, to incentivize students to recognize their own strengths and uniqueness, to create a supportive environment, to help each student do not discriminate against the ability of achieving a level of learning appropriate to the curriculum they receive, constantly expanding practice beyond theory, participating in group discussions, and rewarding children in the form of appreciation, praise, attention, compliments and gifts.

According to the teachers statements above, it is clear that all of the difficulties they encounter can be effectively managed, and one of the solutions is the employment of the learning strategies they employ. The teacher's solution is to suggest that parents also help their children's development in speaking English. The solution from teacher is to suggest that parents also help in the development of their children in speaking English.

CONCLUSION

This study has shown that several conclusions can be drawn from this study. The first point is about the challenges of online learning faced by teachers in teaching speaking for young learners at English First (EF). There are five challenges indications that teachers face in the class, such as : 1) cognitive development, 2) motivation, 3) attention, 4) multi-level group, and 5) assessment. Most of challenges faced by teachers are 1) lack of students self-confidence, 2) unclear students'

pronunciation, 3) come from parents or parents involvement.

The second point is about the solution of the challenges faced by teachers in teaching speaking for young learners. Every challenge faced by teachers has different solutions. The teacher's solution regarding the first challenge is about lack of students self-confidence by grouping active students with students who were not active or lacked confidence, so that they could work together and active friends could help or guide. friends who are less active or less confident become good. The solution to the second challenge about unclear students' pronunciation by using body gestures or it called Total Physical Response (TPR) is a method that uses gestures to interpret words. The solution to the third challenge came from parents or parents involvement. The solution from teacher is to suggest that parents also help in the development of their children in speaking English.

Therefore, it can be conclude that there are many challenges faced by teachers in teaching speaking for young learners. This is because young learners still have characteristics that are not stable or are still changing frequently. Therefore, there are many challenges faced by teachers at EF, but researchers believe that over time the challenges will be easier to overcome because teachers have the right solutions to overcome the challenges they face by creating fun, active, and creative learning.

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