Teacher's Strategies in Teaching Speaking to Young Learners

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Abstract

The proficiency of speaking becomes one of the five skills that should be acquired by every child in this 21 century era (Seamolec on line course 2: 2006). Communicating and collaborating and language boundaries become a necessity in diverse and multinational communities. Mutually beneficial relationships are a central undercurrent to accomplishment in Business (Partnership for 21st century skills: 2008). This research is aimed to investigate the teacher's strategies, problems and solutions for teaching speaking to young learners. A case study design was used in this study, and the data were collected through observation, interview, and written document. The data from these three instruments were analyzed qualitatively. This research has found several strategies promoted by the lecturer when teaching speaking to young learners. In the classroom activities, the lecturer used several strategies such as, role play, watching videos, jazz chant, digital storytelling, games, and repetition. The teachers might face several barriers in the classroom such as reluctant students, missing pronunciation and lack of vocabularies. But he can overcome those barriers by using various techniques of teaching speaking to young learners, such as implementing media and designing the lesson using topical-based syllabus (Pinter, 2006).

Keywords: Teaching strategies, Speaking skill, EYL

INTRODUCTION

The mastery of speaking skills in English is a necessary for many second language and foreign language students (Richard, 2008). Therefore, learners often appraise their language learning on how much they think they have developed their skill in spoken language skill. Besides, the proficiency of speaking becomes one of the five skills that should be acquired by every child in this 21 century era which is called as a communication skill (Seamolec on line course 2, 2006). Further, communicating and collaborating and language boundaries become a necessity in diverse and multinational communities. Mutually beneficial relationships are a central undercurrent to accomplishment in Business (Partnership for 21st century skills: 2008).

In preparing every child to have a good communication skill, teaching speaking is a primary requirement to be taught not only for adult learners but also for young learners.

As stated by Slattery and Willis (2001), cited in Hakim (2011), English is being provided into initial classroom, such as Kindergarten and Elementary school, so that the teachers are needed to teach it into young learners. Further, to make the children to be able to speak English in communication, teachers need to guide the students to acquire the vocabulary and structures (Richard, 2008).

In line with (Richard, 2008), Harmer (2007a, p. 123) proposes three major reasons for getting students to speak and to acquire new vocabulary in the classroom: 1). Speaking activities provide rehearsal opportunities 2). Speaking tasks in which students try to

use any or all of the languages they know provide feedback for both teachers and students. 3). the more students have opportunities to activate the various language elements they have stored in their brains, the more automatic their use of these elements to become.

Meanwhile, teaching speaking to young learners may give some difficulties to the teacher especially in Indonesia, since the young learners also consider speaking as a great challenge since it requires them to speak and think at the same time (Pinter, 2000). Besides, young learners are not necessarily competent communicators even in their mother tongue, and it reveals an idea that teaching speaking in Indonesia must be developed in EFL context.

THEORETICAL FRAMEWORK

The Nature of Speaking

Speaking is a complex cognitive process (Graham-Marr, 2004) and an active use of language to express meaning (Cameron, 2001). It requires the language users to speak fluently, to be able to pronounce phonemes correctly, to use appropriate stress and intonation patterns, and to speak in connected speech (Harmer, 2007). In line with Harmer (2007), Chaney (cited in Kayi, 2006) defines speaking as a process of building and sharing meaning and information through the use of verbal and non-verbal symbols in variety context.

In EFL context, the language users are also urged to speak in different genres and situation, and they will have to be able to use a range of conversational and conversational repair strategies (Harmer, 2007a).

Teaching Speaking

The goal of teaching speaking is communicative efficiency. Learners should be able to make themselves understood, using their current proficiency to the fullest. They should try

to avoid confusion in the message due to faulty pronunciation, grammar, or vocabulary, and to observe the social and cultural rules that apply in each communication situation. To this relation, it is worth voting to what Nunan (2003) believes, which particularly dealing with teaching speaking. In his perception, to teach speaking can be defined as to teach the students to:

- Produce the English speech sound and sound patterns
- Use words and sentences stress, intonation patterns, and the rhythm of the second language
- Select the appropriate words and sentences according to the proper social setting, audience, situation and subject matter
- Organize their thoughts in a meaningful and logical sequence
- Use language as a mean of expressing values and judgments
- Use the language quickly and confidently with few unnatural pauses, which is called as fluency.

To help the students in developing communicative efficiency in speaking, teachers can use a balanced activities approach which combines language input, structured output, and communicative output (Richard, p. 2008).

First, Language input comes in the form of teacher talk, listening activities, reading passages, and the language in which the students hear and read outside the class. It gives learners the material they need to begin producing language themselves. Language input may be *content oriented* or *form oriented.*

Second, structured output focuses on correct form. In structured output, students may have options for responses, but all of the options require them to use the specific form or structure that the teacher has just introduced. *Structured*

output is designed to make learners comfortable producing specific language items recently introduced, sometimes in combination with previously learned items. Instructors often use structured output exercises as a transition between the presentation stage and the practice stage of a lesson plan. Textbook exercises also often make good structured output practice activities.

Third, *communicative output*, the learners' main purpose is to complete a task, such as obtaining information, developing a travel plan, or creating a video. To complete the task, they may use the language that the instructor has just presented, but they also may draw on any other vocabulary, grammar, and communication strategies that they know. In communicative output activities, the criterion of success is whether the learner gets the message across. Accuracy is not a consideration unless the lack of it interferes with the message.

Teacher Roles in Teaching Speaking

Paul (2003, p. 77) lists several principles that teachers need to consider in preparing students to communicate in English:

1. Introducing and practicing patterns 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.

Focusing on the question forms of new patterns, so the children can ask about things they do not know. They can learn *Who is it?* before or at the same time as learning, *It's a cat*, and, *What's she doing?* before or at the same time as learning *She's sleeping*. In line with Paul (2003), Harmer (2007b) and Terry (2008) classify roles of teacher in teaching speaking, as follows:

1. Prompter: The teachers provide the students with discrete suggestions, leave them to struggle by themselves, and give them chunks not words, without disrupting the discussion.
2. Participant: The teachers participate in the discussion by introducing new information and by ensuring the continuation of students' engagement. The main point is the teacher should not monopolize the conversation.
3. Feedback provider: The teachers can give some feedbacks by giving helpful and gentle correction and by telling the students about their performance. Besides that, they should avoid over-correction, since it might lead to students' reluctance to continue the dialogue.
4. Assessor: The teachers can write down some written samples of languages produced by students, or memorize some of it, then tell it to their students.

5. Observer: The teachers should observe the class speaking activity and find out what makes the activity breakdown.
6. Resource: The teachers have to provide some tools to improve their students' oral competence.
7. Organizer: The teachers manage the classroom to set the activities and get the students engaged.

In one teaching activity, the teachers might play more than one roles in the classroom. They can be a prompter in the middle of speaking of activity then in the end of the class they will play a role as feedback provider.

Characteristics of Young Learners

Young learner is categorized as students from ages three to eight years old (Wilson, 2003; Alianello, 2004). Pinter (2006) limits the age groups of young learners from five to fourteen years old. However, she offers an 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 culture differences (Pinter, 2006). Moreover, Paul (2000) adds that all children deserve the chance to achieve their potential both as learners and as whole people, and become broad-minded members of a truly international society.

Further, Harmer (2007b, p. 82) classifies the characteristics of young learners as follows: (1) They respond to meaning even if they do not understand individual words; (2) They often learn indirectly rather than directly; (3) Their understanding comes not just from explanation, but also from what they see and hear, and crucially, have a chance to touch and interact with; (4) They find abstract concepts such as grammar rules difficult to grasp; (5) They generally display an enthusiasm for learning and a curiosity about the world around them; (6) They have a need for individual attention and approval from the teacher; (7) They are keen to talk about themselves and respond well to learning that uses themselves and their own lives as main topics in the classroom; and (8) They have a limited attention span unless activities are extremely engaging, they can get easily bored.

Based on those classifications, various teaching approach in teaching young learners are significantly developed. The finding of an effective approach is usually correlated with the particular needs of the young learners. In this context, teacher should develop a general approach based on their views on how young learners learn most effectively and consistently (Paul, 2003).

Since the teaching English to young learners become a universal consideration due to the expansion of English, there must be specific approaches in teaching them (Hudelson, 1989; Pinter, 2006).

Strategies in Teaching Speaking to Young Learners

Teaching speaking to young learners is very rewarding since they are less-conscious than older learners (Phillips, 1993). However, the teachers find it difficult since the learners have to master vocabularies, pronunciation, structure, function in order to say what they want.

Cameron (2001) 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 skill, 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.

Graham-Marr (2004) 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.

Based on the explanation above, teaching speaking to young learners should rely on children characteristics to make the learning meaningful. The use of song and cants will be useful for teaching stress patterns and rhythm of English (Phillips, 1993). Kayi (2006) endorses thirteen activities to promote speaking, namely:

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.

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.

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 that "You are David, you go to the doctor and tell him what happened last night, and." (Harmer, 2007b)

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.

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. Story telling 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.

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.

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.

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.

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.

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.

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.

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.

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.

Methods in Teaching Speaking to Young Learners

Audio Lingual Method (ALM)

The principle of Audio-lingual Method (ALM) can be applied in teaching speaking to young learners, since it holds an assumption that one can learn language by developing habits based on pattern of language (Celce-Murcia 2001, in Linse 2005) and by emphasizing repetition and habit formation (Saville-Troike: 2006). The two important features of ALM are drill

with choral response and dialogues. In drilling with corral response, the students will drill certain language feature, and then there will be a sentence substitution named choral response.

Moreover, the dialogue provides the learners with grammatically controlled scripts. It can be applied in a child-friendly role-play. Besides, the teacher can also use puppets to introduce dialogue. It will be very beneficial for reluctant or shy students who tend to feel comfortable to speak with puppets, rather than with adults (Slattery and Willis 2003, in Linse 2005).

Furthermore, the fishbowl technique can also be used to introduce young learners to work with partners or small group. This technique requires teachers to invite one volunteer to do the model activity with them, let the rest of the class see, and then the students will know what they are expected to do.

Communicative Language Teaching (CLT)

CLT is an approach and philosophical orientation that connects classroom-based language learning with the language that the learners need in order to enable the students to be able to speak outside classroom (Nunan, 2003 see also Richard, 2006). Further, one of the goals in CLT is to develop the fluency of the learners (Richard, 2006). Therefore, the teacher should be able to build classroom activities in which students must negotiate meaning, use communication strategies, correct misunderstanding, and work to avoid communications breakdown.

The strategies in focusing on fluency in the classroom activities are summarized as follows (Richard, 2006):
- reflect natural use of language
- focus on achieving communication
- require meaningful use of language
- require the use of communication strategies
- produce language that may not be predictable
- seek to link language use to context

Techniques in Teaching Speaking to Young Learners

To make an interactive teaching and learning, designing and promoting various techniques become a crucial part in teaching speaking. Brown (2001, pp. 275-276) proposes seven principles in designing speaking techniques, as follows:
1. Use techniques that cover the spectrum of learners needs, from language-based focus on accuracy to message-based focus on interaction, meaning, and fluency.
2. Provide intrinsically motivating techniques
3. Encourage the use of authentic language in meaningful contexts.
4. Provide appropriate feedback and correction.
5. Capitalize on the natural link between speaking and listening.
6. Give students opportunities to initiate oral communication
7. Encourage the development of speaking strategies.

Assessing Young Learners' Speaking Proficiency

Assessment is an integral part of teaching and learning process. It can be described as the process of data analysis that teacher use to get evidence about their learners' performance and progress in English (Pinter, 2006). Assessment has several roles, such as: to change people's lives (Shahamy 2001, in McKay 2006), to examine, monitor and aid children's progress (Hudelson, 1989; Ioannou-Georgiou & Pavlou, 2003), to build an accurate and effective communication between teacher and

parents (Hudelson, 1989; Ioannou-Georgiou & Pavlou, 2003), to provide feedback on pupils' learning (Cameron, 2001), and to monitor teacher's performance and plan future work (Ioannou-Georgiou & Pavlou, 2003).

It is important to assess young learners' speaking performance, since speaking is considered as the most rewarding and motivating skill for them. The young learners usually get excited when they are able to express a few things in target language. Therefore, Ioannou-Georgiou and Pavlou (2003) propose the criteria in assessing young learners' speaking performance, namely: pronunciation, intonation and turn-taking. Overall, the aim is to achieve oral communication, and the teacher should assess their communicative proficiency in basic functions, such as asking questions or introducing themselves.

RESEARCH METHODOLOGY
Method

This research employs a qualitative method as the fundamental aspect of the study. Fraenkel & Wallen (1990, p. 368) describe further that "qualitative research is research studies that investigate the quality of relationship, activities, situations, or materials". In line with that, this research was conducted to investigate the lecturer's strategies in teaching speaking to young learners. Moreover, this research was employed to find out the barriers and the solutions for the barriers faced by the teacher while teaching speaking to young learners.

Maxwell (1996) describes that qualitative method is used to understand how events, actions, and meanings are shaped by the unique circumstances in a society. In this case, this research investigated the quality of relationship between the techniques used by the lecturer and the students' responses toward that the implementation of the techniques.

Furthermore, a case-study research was conducted in this research in order to find a deep investigation about the technique used by the teacher when teaching speaking to young learners. According to Meriam (1988 cited in Nunan, 1993), qualitative case study can be defined as an intensive, holistic, description, and analysis of a single, entire, phenomenon, or social unit. Further, a case-study analysis investigates and more emphasizes on a contemporary phenomenon within its real life context (Yin, 1984).

Description of Setting

The research was undertaken in an elementary school in West Java. The class consists of 33 students, and they are in grade four. This institution was taken at least for two reasons:

1. This school provides English for Young Learners as the Local Content.
2. It is located in the researcher's hometown, so it is easily accessible.

Data Collection

To collect the data, the researcher uses direct observation, semi-structured interview, and document as the instruments. Further, in conducting the research the following steps have been taken:
1. Finding out some theories and concepts related the teaching speaking to young learners
2. Selecting the participants. This research chose one class in one of the elementary schools in Purwakarta. This class consists of 40 students, and they are in grade four.
3. Preparing observation sheet and interview guideline as the research instrument;
4. Observing the class activities in six meetings. Each meeting toke two hours lessons, and each hour lesson took 40 minutes.

5. Interviewing students to gain more information from their perspective;
6. Preparing the documents
7. Analyzing the obtained data from observation, interview, and documents;
8. Interpreting the findings from those instruments; and
9. Drawing conclusion based on the obtained data.

Validity

The findings from the three instruments--observations, instruments and questionnaire--are analyzed by using triangulation, so that the subjectivity of this study can be lessened. Each instrument was used in order to find the relation between the techniques used by the teacher in the classroom, and the barrier faced by the teacher, and also the way the teacher overcome it.

Then, those findings are analyzed, interpreted and categorized based on the three research questions that have been formulated previously. Moreover, the findings are elaborated with the theoretical foundation. Finally, the conclusion and the results of the research are drawn based on the obtained data and supported theories.

Data Analysis

The observations were conducted during the certain period in order to answer the three research question formulated previously. Then, the interview was administered to all the respondents after the observations done. After the observation and interview were done, the researcher used written documents to support the data from the interview and observation. Therefore, the analysis is presented in a form of descriptive explanation.

FINDINGS AND DISCUSSIONS

The following sections of this chapter are going to explain about the findings based on the obtained data from observation, interview, and written document. The three sections below are discussed based on the three research questions proposed in this research. The explanation of findings from those instruments is described in the following section.

Teacher Strategies

The data from observations show that the teacher used Audio Lingual Method (ALM) and Communicative Language Teaching (CLT) as the method of teaching speaking top young learners. It can be seen from the several activities designed by the teacher when teaching speaking in the classroom. Further, the data from observation also shows that the teachers used Harmer's basic methodological model for teaching speaking skills which is summarized in the following diagram:
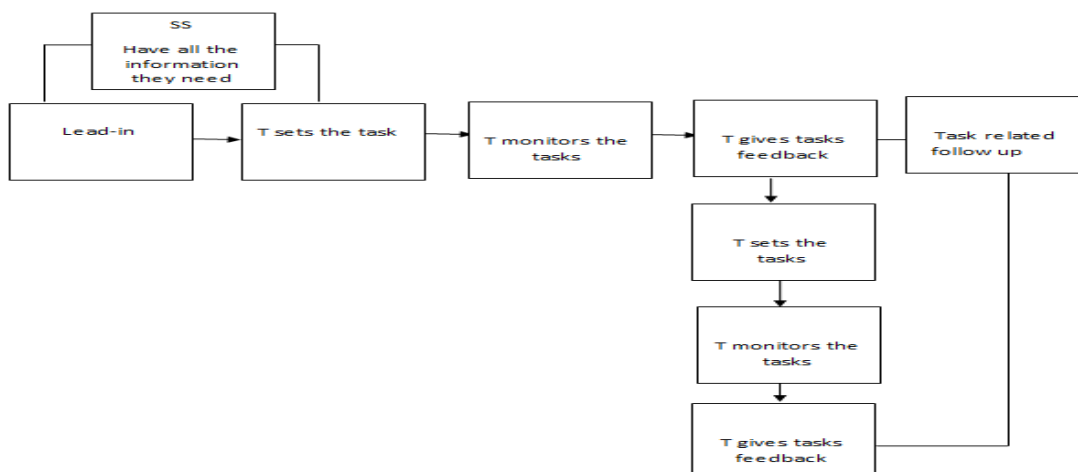
Role Play

Role-play is one of the techniques, which is mostly used by the teacher in teaching speaking. Many students can get great benefits by using role-play in the classroom activity, since they can perform the real situation in the classroom (Harmer, 2007b). In the class, the lecturer often asked the students to perform several conversations, which are related to the topic discusses.

Based on the Harmer's basic methodological, the teacher used several activities in teaching speaking, such as:

Watching videos

Since the method used in the class is CLT, a context-based conversation often drilled by the lecturer on the video. The students could learn various expressions, which can be used in particular context from the video.

Games

Chen (2005, in Alwasilah 2010) believes that the use of game in teaching can provide good communicative activities and can be a powerful tool in teaching language. From the data observation, it is found that the lecturer often gave students some problem solving games. The aimed is not only to motivate the students but also to enhance their critical thinking proficiency.

Jazz Chant (Pronouncing Drilling)

The use of Jazz chant can be very useful for encouraging young learners to master the sounds, rhythm, and intonation of English language (Carbrera and Bazo, 2002).

Cartoon Story Maker (Digital Story Telling)

Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling 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. In this case, the story was presented using the cartoon story maker software.

Repetition

Repetitive Speaking is one of the important techniques in helping the students to transfer the knowledge from their short-term memory to their long-term memory (Alwasilah, 2011). In this case, the teacher usually drilled the common expressions that are useful for communication to the students.

The Teaching Speaking Barriers

Based on the data observation sheet and interview, the teacher found some barriers in teaching speaking, as follow:

Reluctant Students

According to Harmer (2007b), the students are reluctant to participate in the classroom activities since they are shy and do not feel relaxed and confident to speak. The other factors that may contribute to lack of participation in classroom activities are: (a) the students are nervous and afraid of making mistakes; (b) the topics are not interesting; (c) the classroom atmosphere is not encouraging; and (d) feedback of the listeners is not supportive (Jianing, 2007).

Missing Pronunciation

When children learn to speak English as native language they sometimes find difficulties in articulating and pronouncing specific phonemes such as /th/r/or (Linse, 2005). In Indonesia, most of students also find the same problems as what the expert bears. The problem happens since the children

develop their perception about the new language. Another reason is that it is very uncommon to children to learn various language sounds at younger age.

Lack of Vocabularies

Vocabulary is central to the learning of a foreign language at primary level (Cameron 2001). To be able to use English in communication, children need to acquire necessary vocabulary and structures (Diyanti, 2008). In fact, most of students are having trouble in acquiring the new vocabulary. It often gives the children difficulty to talk and to communicate meaningfully with others.

Nation (2003), cited by Linse (2005), assumes that teacher should facilitate vocabulary learning by teaching learners useful words and by teaching strategies to help learners figure out meaning on their own. Besides that, most course book emphasized on nouns since it is easy to illustrate, and somehow it puts aside other lexical fields which is important to introduce the literacy skills (Linse, 2005)

In conjunction to that, Carlo et. al (2004), in Linse (2005), states that teaching vocabulary should be included as a part of vocabulary development program through direct and indirect vocabulary instruction.

The Way the Teacher Overcome the Barriers

From the observation, it can be seen that in the classroom the teacher played his role as a prompter (Harmer, 2007) when the students faced some difficulties in pronouncing words and arranging the sentences (Terry, 2008); and as resource by providing video, song, pictures as the media for learning. This strategy was very effective in drilling the students and lecturing in pronouncing some difficult words.

From the interview the teacher revealed some strategies to overcome the barrier he faced in teaching speaking. In facing the reluctant students, the teacher tried to not focus on students, while the activity was going he observed the class to observe why that particular activity can breakdown (Terry, 2008). He preferred to focus on the students who pay attention on the lesson first. Then, he played his role as organizer (Terry, 2008; Harmer, 2007) to make sure the students engaged in the activity by giving the options or giving rules to make the students focus in the classroom activities. The use of multimedia could also be useful for motivating reluctant students to speak and to learn in the classroom.

The data from lesson plan also shows that topical-based syllabus is effective for teaching young learners. Pinter (2006) also explains topical-based may indeed benefit for teaching to young learners for several reasons; 1). Topic-based syllabus is beneficial and meaningful because all new learning experiences are deeply rooted in the same theme and children; 2).Children can see the link between various learning tasks and areas of learning.

Based on those benefits, this topical-based model is definitely relevance with the situation and the condition in this 21st century era. On the other words, this model is relevant with the 21st century education framework which insists the teacher to relate the students with their own world.

CONCLUSION

This section provides the conclusion of the present research. These conclusions are directly appointed to research problems formulated earlier in the previous section, i.e. 1. What are the teacher's strategies in enhancing young learners' speaking proficiency? 2). What are the barriers faced by the teacher in teaching speaking? 3).How does the teacher overcome the barriers?

This research has found several strategies promoted by the lecturer when teaching speaking to young learners. In

the classroom activities, the lecturer used several strategies such as, role play, watching videos, jazz chant, digital storytelling, games, and repetition. The teachers might face several barriers in the classroom such as reluctant students, missing pronunciation and lack of vocabularies. But he can overcome those barriers by using various techniques of teaching speaking to young learners, such as implementing media and designing the lesson using topical-based syllabus (Pinter, 2006).

RECOMENDATION

Teaching speaking sounds seems easier since there are plenty of interesting techniques that can be employed in the classroom. However, there are still other considerations about teaching it to young learners. The teachers still need to take multiple-intelligence into account, because the teacher should meet each student's need in the classroom.

There were several numbers of problems when this research was conducted such as the limited time for conducting the research and the lack of resources.

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