THE DIFFICULTIES TEACHING SPEAKING FOR YOUNG LEARNERS: TEACHERS' AND STUDENTS' PERSPECTIVES

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ABSTRACT

Speaking is one of four skills that should be mastered by EFL students. However, teachers found several difficulties while teaching speaking, especially for teaching young learners. The difficulties come from the students themselves, but the teachers' techniques of teaching can cause a problem too. This paper intends to share the teacher's difficulties in teaching speaking for young learners and how to solve those problems. The methods that the writers use in this paper are descriptive research. The data were collected using a questionnaire delivered to elementary school teachers around *Purwokerto*, which are formal and non-formal schools. The finding shows that the teachers face the same problems in teaching speaking, such as students cannot remember the pronunciation and cannot understand the material well. This paper provides solutions that teachers can use to achieve a higher quality of teaching speaking especially for young learners and make students improve their skills in speaking. To conclude, the teachers are suggested to employ the Audio-Lingual Method (ALM) and Communicative Language Teaching (CLT) in teaching speaking to young learners expected to help the class such as the use of drilling, pictures, and songs.

Keywords: Difficulties in Speaking, Speaking, Young Learners

ABSTRAK

Keterampilan berbicara adalah salah satu dari empat keterampilan yang dipelari oleh siswa dan harus dikuasai siswa. Guru mendapatkan bahwa mengajarkan keterampilan berbicara tidaklah mudah untuk siswa yang masih duduk di Sekolah Dasar. Permasalahan tidak hanya dialami guru ketika mengajar yang berhubungan dengan teknik pengajaran tetapi juga siswa. Penelitian ini bertujuan untuk mendeskripsikan permasalahan yang dihadapi guru ketika mengajar keterampilan berbicara dan juga permasalahan yang dialami siswa ketika belajar keterampilan ini. Penelitian ini menggunakan metode deskriptif dengan menggunakan angket sebagai teknik untuk pengumpulan data. Data diambil dari para guru dan siswa yang terlibat dalam kelas keterampilan berbicara. Penelitian ini menemukan bahwa guru mengalami kendala ketika mengajar keterampilan berbicara. Kendalanya adalah mengajarkan pelafalan dan materi pembelajaran. Ditemukan bahwa siswa juga mengalami permasalahan di pelafalan. Berdasarkan angket yang terjawab, dtemukan bahwa teknik pengajaran yang diadopsi dari Audio Lingual Method and Communicative Language Teaching dapat memberikan jalan keluar terhadap permasalahan pelafalan. Dengan mengaplikasikan teknik drilling, guessing pictures, dan songs guru dan siswa terbantu untuk mengatasi kesulitan mengajar dan belajar keterampilan berbicara.

Kata kunci: permasalahan dalam berbicara, Berbicara, Siswa SD

INTRODUCTION

English has been one of the important subjects for every student in every country to learn. It means that not just adult learners but young learners. Shin (2006) defines young learners into two types, VYL (very young learners) and YL (young learners). The classifications of "very young learners" are for those under 7 years old besides "young learners" are for them aged 7-12 years old. He stated that young learners are for the student at the age before their critical age around 12-13 years old (Shin, 2006).

Teaching English, especially speaking for young learners is more difficult than teaching adult learners. Speaking is an active language that shows the meaning of something (Al Hosni, 2014). While teaching speaking teacher mostly has difficulties while teaching because of students' performance, and attitudes (Ramadani & Bahri Ys, 2017). On the other hand, young learners are easily fear of making mistakes Therefore, they are preferring to keep silent. In this case, motivation is really needed for the students. At the same time, teachers found it difficult to the learning duration (Ramadani & Bahri Ys, 2017). In fact, English teachers have less than four hours to teach English in a week. In addition, teaching English is not just about speaking, but also grammar, writing, and others. Therefore, there is no time enough for teachers to teach speaking.

Therefore, finding a solution to this problem of teaching speaking to young learners is necessary. Adhikari (2010) stated that to make interactive and effective speaking learning, there should be two-way communication between the teacher and student to create an interactive environment. It means, not only teachers that should be active in the class but also the students. Teachers have to bring a fun atmosphere to the classroom by using games, giving the active students presents, or showing them movies Therefore, it is able to gain the student interest. Moreover, teachers can involve communities in speaking English to help them learn outside of the classroom. Those media and activities can be chosen based on the student's needs and abilities.

The purpose 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 social and cultural rules that apply in each communication situation. Teaching speaking to young learners is very rewarding since they are less conscious than older learners. However, the teachers find it difficult since the learners have to master vocabulary, pronunciation, structure, and function in order to say what they want (Erik Yuda Pratama & Alawiyah, 2015).

What teachers are supposed to keep in mind constantly when teaching young learners is the fact that they are a mixed class with varied abilities, motivations levels, expectations, knowledge, and different learning styles. Thus, teachers have to vary our approaches and offer as much opportunity as possible to make the whole class find a little Therefore, something to hold on to, expand, and grow. Developing speaking skills basically need a closer look and further discussion among the teachers of young learner Therefore, that they will find guidelines to led students to get involved and interested in learning a foreign language. Learning to communicate in a foreign language, English for instance, is a process of very complex activities of language acquisition. For young learners, learning a foreign language is like learning one's mother tongue (Arifin, 2018).

Based on the research by Al Hosni (2014), he found that in language teaching especially for young EFL (English Foreign Language) learners, the oral language development caused the big problem that happened in learning class. Moreover, he stated that students have less speaking communication in English rather than the teacher. In line with this statement, Dalem (2017) stated that most of language learner are afraid of being a mistake because they have to think about whether their pronunciation, grammar, and accent, is correct or not. To sum up, there are several problems found by the previous researchers relating to the problem of teaching speaking in English classes.

Based on the preliminary research, the writer found that there are a lot of students that already learn English for years but still lack in speaking communication. Whereas, speaking is the most used skill in real-life communication. In addition, there is still not enough research on teaching difficulties studies for young learners. Based on those phenomena, the researcher

wants to fill the gap and help the teacher to find the most efficient and effective way while pondering this problem. Therefore, it is necessary to do this research.

THEORETICAL FRAMEWORK

The difficulties of teaching speaking have been identified as a frequent problem in English foreign language students especially for young learners in Indonesia. Noprival (2016) states that teaching or learning English in a non-native country is a tough challenge. It makes sense because foreign languages are learned after they learn their first language and they do not use or practice it in their everyday life. Teachers are supposed to know the best strategy for teaching and learn speaking English well. Widiati and Cahyono (2006) explain that knowing grammatical and semantic rules aren't enough to be good at speaking, but students should learn how native speakers use the language to communicate. It means students need to have more practice in speaking rather than just focusing only on theories. Wahyuningsih and Affandi (2020) explain that teachers should have better learning activities and create more games or other media for practice to decrease any anxiety about speaking English. In this literature review, most information is about students' difficulties in speaking English and how teachers are to solve this problem.

The main body of the report presents and discusses the findings from the literature. Regardless of the manner in which the main body of the review is framed, there are key points that must be considered. First, Speaking is a productive oral skill. Speaking in a foreign language is a complex effort that employs adopting all the different language levels. The researcher needs to try several strategies for teaching speaking that can help language learners to gain speaking practice speaking (Wijaya, 2018). Speaking is said to be a repetition process of real-life action. Second, Shin (2006) the definition of young learners into two types, VYL (very young learners) and YL (young learners). The types of "very young learners" are for those under 7 years old, while "young learners" are for them aged 7-12 years old. Furthermore, he stated that young learners are for the student at the age before their critical age around 12-13 years old (Shin, 2006). Third, the most difficult in

English for young learners is their native language (Arifin, 2018). Therefore, to get around this teachers have to find all three points. Furthermore, the understanding and learning system goes well according to the starting point.

Teaching speaking for young learners became one of the difficulties faced by English teachers. Young learners are children aged from 6-12 years old. Using English is a new experience for young students. The most problem is pronunciation and the result is interference. To overcome this problem, teachers should use strategies such as games or other attractive media to make the students more active and interested in learning.

In this research, the method used by the researcher is descriptive research. As stated by Mouton (1996), descriptive research is applicable. It describes the interrelationship that hoping for useful information, in order to fill the subsequent study. In this research, the writers use the Google form as a medium of data collection. The question is formed by using open-ended questions. The data are collected from teachers that experience teaching English to young learners for more than a year. In the end, the data collected was manually transcribed while numerical data are displayed using the chart.

RESULTS AND DISCUSSION
Results

To follow the literature research about the difficulties of teaching speaking for young learners, we made mini research in order to know what the main problem faced by the teacher is and how they solve it. The following is the research result.

1. Teaching method for Young Learners
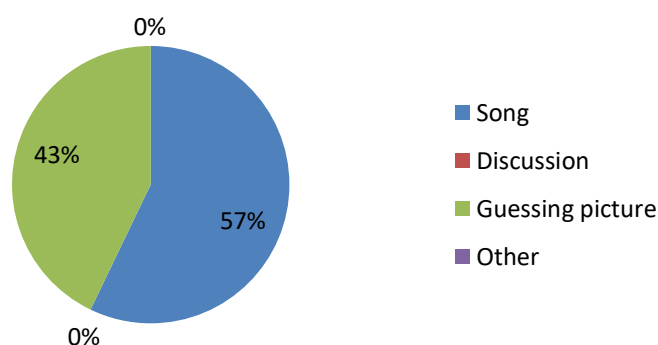
Figure 1. Teaching Methods.

Based on the survey, it can be seen that most of the teachers use songs and "Guess the Picture" methods. This method is an easier way for students to remember and understand words. It makes students more relaxed and comfortable while in class. Why this method was chosen because children tend to like games to make the learning process more interesting. Students' responses to techniques employed by the teachers when teaching speaking reveal in this chart.
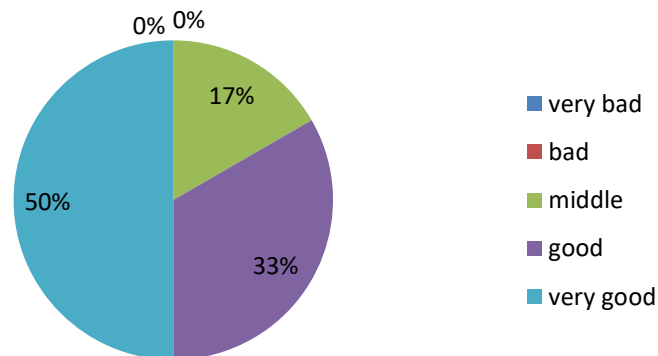
Figure 2. Students' responses towards teachers' teaching techniques

From this data, it can conclude that most of the students respond are in the good and very good. It means that most of the students are giving a very good responses toward the teacher's methods. The students like the way teachers present the speaking material to the class.

2. The teachers' difficulties teaching Speaking

Children mostly forget the correct pronounciation (Anisah)

Students are very active and it is hard to control them. They forget about the pronouncing vocabulary that is already taught Therefore, I have to repeat it (Rofingah)

Students felt hard to pronounce the English words. (Aulia)

Based on the survey, the difficulty faced by the teachers is the students do not remember it properly, Therefore, many of them are easy to forget the pronunciation. At the same time, they find it difficult because the student feels hard to pronounce the English words. It may be because of their mother tongue or any

else. Another one is the teachers find it hard since in the learning process most of the young learners are very active and it makes teachers overwhelmed.

3. The Learning Process during Pandemic

While in online classes I mostly used voice notes as my teaching medium. (Anisah)
I used the video for my online class. (Aulia)
Usually, students are receiving a book from the school and then they have to answering the all of the question from the book. At the end of the semester, they have to collect it. (Sulistyowati)

The learning process during this pandemic era is using online classes. Based on co-respondents, they are using different media for teaching. The first respondent use audio for the learning media and for another respondent used an online platform and using media. One of them is using the book and at the end of the semester, the student must collect their work.

4. The Obstacles found while teaching speaking during this Pandemic

Students feel hard because of the internet connection Therefore, they cannot follow the class properly. (Sulistiyowati) (Arya) (Marsya)
Actually, while in a pandemic, the school are closed. The biggest problem that I faced is that most of the student are already forgotten about the material. (Rofingah)

The obstacles faced by teachers in teaching speaking during the pandemic era are quite similar. The problem that arises is definitely a signal problem. This obstacle is experienced by both teachers and students. This problem makes the learning process ineffective and requires repeated explanations. Not to mention when submitting assignments, practice, and quizzes is difficult when it comes to taking grades. They definitely tell the students about the material when they return to the offline class. Therefore, the explanation is clearer.

5. The Suggestion from the Teacher

Searching for the most fun and interesting method for online classes. (Anisah)

The government should give more internet quota for students. (Sulistiyowati)

The respondents suggest similar ways to manage their teaching problems. They find suitable methods to teach students during online classes in an interesting way and give the materials based on the student's moods. Therefore, it will keep students interested in learning. Another is they want the government to give allowances for the students. Therefore, it will be easier to have an online class.

Discussion

From the survey findings and interview responses, the majority of respondents had similar problems in teaching speaking to young learners. The general problem that teachers found in teaching speaking came from the students themselves. It is because students often have problems in pronunciation and memorizing the materials that they have learned. Therefore, if students want to be fluent in speaking English, the basic step that they should do is to learn and remember the correct pronunciation.

Wahyuningsih and Affandi (2020) stated that pronunciation is one of the most important factors for mastering speaking. It is used to make clear communication to avoid misunderstanding (Wahyuningsih & Afandi , 2020). Moreover, there is another problem that teachers found in teaching speaking for young learners which is inappropriate learning media, especially during the pandemic era. For young learners especially elementary school students in Indonesia, most of them can't use the internet or technology well. Therefore, it is often caused students are not able to understand the materials.

Based on the findings and the theory. There are several methods that is recommended to use in order to minimize the teacher problem in teaching English to young learners. The principle of the 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 the 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 a drill with choral response and dialogues. In drilling with the response, the students are drilled with certain language features, 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 child-friendly role-play. Besides, the teacher can use puppets to introduce dialogue. It will be very beneficial for reluctant or shy students who tend to feel comfortable speaking with puppets, rather than with adults (Slattery and Willis 2003, in Linse 2005). Furthermore, the fishbowl technique can be used to introduce young learners to working with partners or small groups. 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.

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 the classroom (Nunan, 2003 see Richard, 2006). Further, one of the goals in CLT is to develop the fluency of the learners (Richard, 2006). Therefore, the teachers should be able to build classroom activities in which students must negotiate meaning, use communication strategies, correct their own mistakes and work to avoid communication breakdown. The strategies for focusing on fluency in classroom activities are summarized as follows (Richard, 2006):

1. Reflect natural use of language

2. Focus on achieving communication

3. Require meaningful use of language

4. Require the use of communication strategies

5. Produce language that may not be predictable

6. Seek to link language use to context

CONCLUSION

In this study, the researchers found that the most difficulty encountered by teachers while teaching speaking to young learners is pronunciation. The pronunciation problem can be caused because of most of the mother tongue is not

English. Using English is a new experience for them. Another difficulty includes memorizing skills and uncontrollable students. While in online classes, teachers mostly find it difficult because of the quality of the internet. The students or teachers have problems with the internet connection. Therefore, the class is to adapt to the situation. To overcome that problem, there are several things that teachers are to do. To improve the student's speaking skills, a teacher can use an animation. Therefore, the students feel easier to remember the English dictionary. Another one, teachers can use storytelling with illustrations whether using a video or picture. This method will make the student excited while having an English class and at the same time, they are assisted to speak English. For the online classes, teachers can use the video to teach students. They can record each material and then upload it to digital media. Therefore, the students have more time to listen to the material. Although teaching speaking is hard, teachers are recommended to apply strategies to make the learning process go well and the lesson objectives are achieved. Additionally. the interaction in the classroom is communicative.

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