

**IMPROVED SPEAKING SKILLS IN ENGLISH LANGUAGE LEARNING IN ELEMENTARY SCHOOLS****Vika Fransisca**

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INFO ARTIKEL**ABSTRAK**

Kata kunci:

Belajar bahasa Inggris,
Sekolah dasar,
Keterampilan berbicara,
Penguasaan bahasa

Bahasa Inggris memiliki peran penting sebagai bahasa internasional yang digunakan di berbagai bidang kehidupan. Oleh karena itu, peningkatan kemampuan berbicara dalam bahasa Inggris pada tingkat sekolah dasar menjadi suatu keharusan untuk menghadapi tantangan global yang semakin kompleks. Pembelajaran bahasa Inggris di sekolah dasar bukan hanya tentang memahami struktur gramatikal dan kosakata, tetapi juga mengembangkan keterampilan berbicara yang efektif. Tujuan penelitian ini adalah untuk mengetahui peningkatan kemampuan berbicara dalam pembelajaran bahasa Inggris di sekolah dasar. Penelitian ini menggunakan pendekatan kualitatif dengan alat pengumpulan data berupa studi literatur. Kesimpulannya yaitu Penolakan pembelajar terhadap proses belajar mengajar harus dipandang sebagai sikap yang “netral”, yang tidak berhubungan dengan nilai baik-buruk. Strategi afektif positif diwakili oleh empat perilaku: tertawa dengan menunjukkan kesenangan atau kepuasan, tersenyum menunjukkan kepuasan dan menunjukkan kesenangan karena hal-hal yang lucu menyenangkan.

Keywords:

*English language learning,
Elementary schools,
Speaking skills, Language
acquisition*

ABSTRACT

English is an important international language used in various areas of life. Therefore, improving the ability to speak English at the elementary school level is a must to face increasingly complex global challenges. Learning English in elementary school is not just about understanding grammatical structures and vocabulary, but also developing effective speaking skills. This study aimed to determine the improvement of speaking skills in English language learning in elementary schools. This research uses a qualitative approach with data collection tools in the form of literature studies. The conclusion is that learners' rejection of the teaching and learning process should be viewed as a "neutral" attitude, which is not related to good and bad values. The positive affective strategy is represented by four behaviors: laughter to show pleasure or satisfaction, smiling to show satisfaction, and showing pleasure because funny things are fun.

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Introduction

English is one of the crucial skills in this era of globalization. From an early age, children in elementary school (SD) enter the world of English as an integral part of their educational curriculum. The ability to speak English is not only the key to academic success but also a solid foundation for future international communication (Criollo Erazo, 2018) (Ali & Husain, 2023) (Naiborhu, 2019).

The importance of the ability to speak English in elementary school marks the beginning of a student's learning journey in mastering a foreign language. In recent years, there has been an increased awareness of the importance of focusing on developing these speaking skills at the elementary level. Preparing students with strong English-speaking skills at the initial level of education is a crucial step in building a stable foundation for more complex language skills at higher levels (Yuanyuan, 2019).

Recent studies have shown that English language learning in elementary schools with an emphasis on speaking skills has a positive impact on students' cognitive, social, and academic development. In this context, this study aims to explore and analyze various strategies and methods that can be used to improve English speaking skills at the elementary level (Magdalena, 2023) (Khoiruman et al., 2023) (Suharti, 2020).

With an in-depth understanding of the importance of speaking skills at the primary level, this research is expected to provide new insights on how to improve the effectiveness of English language teaching at the primary level, with a particular focus on the development of speaking skills. Through this research, practical recommendations and innovative solutions are expected to enrich students' English learning experience at the elementary level (Putri & Sya, 2022).

English is an important international language used in various areas of life. Therefore, improving the ability to speak English at the elementary school level is a must to face increasingly complex global challenges. Learning English in elementary school is not just about understanding grammatical structures and vocabulary, but also about developing effective speaking skills (Syahputra, 2014) (Husen et al., 2023) (Febriani & Sya, 2022).

Improved speaking skills not only facilitate good communication, but also support the development of social skills, confidence, and cultural understanding. Children who can communicate fluently in English have the advantage of accessing global knowledge, socializing with diverse cultures, and preparing for an increasingly connected world of work (Setyarini, 2010) (Firmansyah & Alfian, 2022).

By understanding these backgrounds and challenges, this study aims to explore strategies and approaches that can improve English speaking skills at the primary school level. Through an in-depth analysis of existing teaching methods, we can identify the most effective approaches to achieving holistic English learning goals.

This research not only contributes to our understanding of English language learning at the primary school level but also provides a foundation for the development of innovative learning strategies that are appropriate to the needs of children in this global era. Thus, the results of this study are expected to provide practical guidance for

teachers, policymakers, and all parties involved in improving English speaking skills in elementary schools.

Research Methods

This research utilizes a qualitative approach with data collection tools in the form of literature studies. Literature study activities include collecting information from library sources, reading, recording, and managing research materials. Data were obtained through the use of questionnaires and tests, where questionnaires were used to detail information related to English language programs for children, including objectives, content, learning materials, methods, learning resources, teacher qualifications, and assessment systems. The test is geared towards measuring children's English skills, involving aspects of speaking, listening, reading, and writing. Each skill is broken down into four levels. Data from the survey were analyzed using descriptive analysis methods to explain the responses from the survey. The program profile is then formulated based on the results of the analysis, including objectives, content, learning materials, methods, learning resources, teacher qualifications, and evaluation systems. Test results are analyzed using percentage analysis and comparative analysis, where a child's score is compared to the skill level described in the overview of each skill. From this analysis, an understanding of the relationship between children's English language skills and their learning achievements in English courses can be obtained.

Results and Discussion

The use of English in communication, both orally and in writing, is highly dependent on good vocabulary mastery (Fussalam, 2020). However, the emergence of the view that English is difficult, especially among children, causes difficulty in understanding anything related to English (Sulistianingsih et al., 2018). This finding is also reflected in the service activities in this school, where English lessons are considered difficult, especially because the frequency of meetings is only once a week, which does not allow learners to practice intensively and routinely.

This study also revealed that the English subject matter delivered to students was not optimal. Therefore, this service activity aims to provide an alternative view of English language learning, especially for teaching teachers and grade 3 students at SDN 11 Dauh Puri. By sharing knowledge, especially in terms of delivering material to English teachers in this school, it is hoped that the variety of material delivery to students can be increased. In addition, knowledge sharing is expected to encourage students to learn English (Ani, 2018).

The importance of teachers having confidence in utilizing and creating learning media that suits the situation of students and the material to be delivered is also recognized (La Ode Muhammad Idrus Hamid, 2014). Field findings show that material cannot be delivered optimally using only written material. Therefore, this activity team decided to make an English learning video that was shared through the WhatsApp application (Ayu et al., 2019). This proves that technology can facilitate English

teaching (Rahmansyah & Pricilia, 2018). Although how to learn using technology is a challenge and new thing for students, limited access to technology in this school makes teachers have to choose media that suits the conditions of students. This learning video can be downloaded via smartphone, which is the most widely owned technology and can be used by parents.

- a. Memory learning strategies are used by learners by utilizing previous learning knowledge and experience. This learning strategy involves a lot of memory and learning processes that use memory. For example, if the learner associates speech sounds with things he has remembered, then he is using memory learning strategies. Included in this learning strategy is repeating previous lessons. Similarly, if the learner uses body movements to aid comprehension, then he or she is practicing memory learning strategies.
- b. Cognitive Cognitive strategy is all learner behavior in the teaching and learning process that is related to the use of learners' thinking power. This strategy can take the form of various activities. In one study, six types of cognitive behavior were determined that are expected to represent this strategy. These six behaviors are: correcting one's own mistakes, using gestures, practicing pronouncing words, writing in a notebook, reading from a blackboard, and staring at the teaching media.
- c. Compensation The compensatory learning strategy is used by learners who already have high enough skills. This learning strategy is usually used to overcome some limitations in language. Learners who have difficulty explaining something in the language being learned, for example, can use definitions or translations in their words to keep the language process going. Body movements can be used to cover the limitations he faces. Included in this type of learning strategy is to determine or choose the topic discussed. Even avoiding difficult topics is also a strategy in this group.
- d. Meta-cognitive Meta-cognitive strategy is any learner behavior related to the learner's technique or way of dealing with and managing teaching and learning materials. In this study, meta-cognitive strategies manifested various kinds of activities that can be included in the following three categories: deciding attention, planning, and structuring teaching and learning activities, and evaluating the teaching and learning process. It can be emphasized that all of this must come from and be worked on by the learner.
- e. Affective Affective strategy is all learner behavior related to learners' attitudes and feelings in facing the learning process. This strategy is further divided into two: positive affective and negative affective. Positive affective strategies are learner behaviors that show that learners accept and value the teaching and learning process.

Negative affective strategies are learner behaviors that show that learners reject and do not appreciate the teaching and learning process. Note that the term "negative" as used here does not imply ugly or bad. Learners' rejection of the teaching and learning process should be viewed as a "neutral" attitude, which is not related to good or bad grades. The positive affective strategy is represented by four behaviors: laughter to

show pleasure or satisfaction, smiling to show satisfaction, and showing pleasure because funny things are fun. The negative affective strategy is represented by five behaviors: showing confusion, complaining, not paying attention to the teacher, talking to a deskmate outside of learning relevancy, and showing an attitude of ignorance. f. Social strategy is all learner behavior related to learners' cooperation with their peers in achieving learning goals. This strategy is manifested in six activities: talking to classmates about learning, helping friends according to teaching and learning activities, asking friends for help, giving praise to friends, harassing or cheering friends, and bullying friends. In general, Burdo & Byrd (1999) propose several strategies that teachers can choose in learning, which are as follows:

1. **Deductive-Inductive Strategies** When teachers plan lessons, it is necessary to consider useful strategies to achieve learning success. Some strategies are teacher-centered, such as lectures, recitations, questions, and practices. A more learner-oriented strategy, emphasizes inquiry and discovery. Learning strategies show a continuum that stretches from more explicit teacher-centered strategies to less explicit learner-centered strategies. With deductive learning strategies, learning begins with known principles to unknown principles. The difference between the two is exemplified as follows: the teacher teaches the concept of "topic sentence", the teacher who uses a deductive approach asks the learner to read the sentence and ends the lesson by asking the learner to read the definition "topic sentence". Then, the teacher gives examples of "topic sentences" and ends the lesson by asking the learner to write and give feedback on the strength of this deductive strategy centered on the learning strategy that relates between the teacher's example and the learner's task. Although newspapers are a good medium to use for "topic sentence" lessons. Teachers who use an inductive approach might give a paragraph example with an emphasis on "topic sentences". With this strategy the teacher does not tell at the beginning when the learner learns the "topic sentence" or the teacher gives the definition, but in the end, the learner will find for himself what is meant by "topic sentence".
2. **Direct Expository Strategy and Complete Learning** Direct expository strategy, the teacher structures the lesson by progressing in order. The teacher carefully controls the material and skills learned. In general, with direct expository strategies, teachers convey new skills and concepts in a relatively short time. Direct learning strategies are centered on the material and teachers convey learning objectives clearly to learners. Teachers monitor learners' understanding and provide feedback on their performance. Included in the direct learning strategy, is, explicit learning. The complete learning strategy is based on the belief that all learners can complete the material taught if the lesson conditions are prepared for it. These conditions include learners being given sufficient learning time, there are reversals for their performance, individual learning programs, related to portions of material that were not mastered in the initial study, and the opportunity to show completeness after remediation.

Conclusion

This study offers a comprehensive overview of initiatives aimed at enhancing English-speaking skills among elementary school students, revealing key findings and practical implications. The adoption of various learning methods, including role-playing and technology utilization, emerges as a positive influencer in augmenting students' speaking proficiency. Teachers are encouraged to incorporate these methods into the curriculum to foster interactive and enjoyable learning experiences. A notable challenge identified is the limited frequency of English language meetings, prompting recommendations for schools to evaluate and potentially increase meeting frequency. Teacher training, particularly in speaking teaching skills and technology integration, emerges as pivotal in enhancing learning effectiveness. Continuous training initiatives by schools can assist educators in overcoming challenges associated with English language instruction. The study underscores the effectiveness of technology, as demonstrated through learning videos on platforms like WhatsApp, emphasizing the need for mindful implementation considering parental access and support. Involving parents in supporting English language learning at home is highlighted as a positive factor influencing student progress, suggesting collaborative efforts between educational programs and parents. Overall, this study contributes valuable insights into the challenges and potential solutions for improving English speaking skills in primary schools. Implementation of the outlined recommendations is anticipated to bring about positive changes in English language teaching and learning at the elementary level.

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