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## RECORDS OF THESIS SUPERVISIONS SESSIONS

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**Department** : English Education

**Thesis title** : The Teachers' Challenges of Teaching Speaking  
for Young Learners: A Case Study at English First (EF)

No.	Dates	Materials	Advisor
1.	24 <sup>th</sup> May 2022	Penyerahan judul	
2.	08 <sup>th</sup> June 2022	Revisi matrix proposal	
3.	29 <sup>th</sup> July 2022	Pengambilan data	
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5.	22 <sup>nd</sup> Sept 2022	Pengecekan chapter I-III	
6.	23 <sup>rd</sup> Sept 2023	Pengajuan seminar proposal	
7.	14 <sup>th</sup> Oct 2022	Konsultasi hasil seminar proposal	
8.	08 <sup>th</sup> Dec 2022	Revisi Chapter I & II	
9.	10 <sup>th</sup> Jan 2023	Pengambilan data	
10.	19 <sup>th</sup> Jan 2023	Revisi Chapter IV-V	
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12.	07 <sup>th</sup> Feb 2023	Pengajuan seminar hasil/sidang skripsi	

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Acknowledge by:

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### RECORDS OF THESIS REVISION FORM

Name : Herlinda Surya Kartika Putri

NIM : 195300028

Department : English Education

Thesis title : The Teachers' Challenges of Teaching Speaking  
for Young Learners: A Case Study at English First (EF)

Examiner 1 : Salim Nabhan, S.Pd., M.A.

Examiner 2 : Dr. Nunung Nurjati, S.E., M.Pd.

No.	Revision Materials	Examiner	Examiner
		1	2
1.	The assumption of the study		
2.	Chapter IV format		
3.	Using relevant theories for finding		
4.	Discussing section is missing		
5.	References (APA Style)		
6.	Use simple past in chapter III		

Examiner 1

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Examiner 2

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## Appendix 1 Sample of Interview Transcription

Date : Tuesday, January 10 2023

Name : Mr. Chris

No.	Challenges Indications	Pertanyaan	Questions	Jawaban	Answer
1.	Cognitive Development	Apakah menurut Anda mengajar bahasa Inggris terutama mengajar berbicara untuk pelajar muda itu sulit?	Do you think teaching English especially teaching speaking for young learners is difficult?	Ya. Siswa mengalami kesulitan untuk beradaptasi dengan bahasa baru karena faktor lingkungan keluarga dan masyarakat	Yes, I do. The students find difficults to adapt to a new language due to family and community environmental factors
2.	Motivation	Apakah Anda pernah mengalami kendala dalam mengajar berbicara untuk	Do you ever have obstacles in teaching speaking for young learners?	Ya saya punya. Para siswa mengalami hambatan dalam berbicara bahasa	Yes, I have. The students have obstacles during speak English, they are shy to

		pelajar muda?		Inggris, mereka malu untuk berbicara, kurang percaya diri dan minat yang berbeda.	speak, lack of confidence and different interest.
3.	Attention	Hal apa yang sering anda hadapi saat mengajar di kelas?	What things do you often face when teaching in class?	Siswa mudah bosan dengan pelajaran.	Students get bored easily with lessons.
4.	Multi-level Group	Selama proses pembelajaran apakah anda merasakan adanya perubahan gaya belajar siswa anda? Faktor apa saja yang mempengaruhi gaya belajar siswa?	During the learning process do you feel a change in the learning style of your students? What factors influence student learning styles?	Ya. Siswa yang memiliki karakteristik berbeda terkadang membuat kegiatan pembelajaran tidak berjalan sesuai rencana.	Yes. Students who have different characteristics that sometimes make learning activities not go according to plan.

5.	Assessment	Apakah Anda mengalami kesulitan dalam membuat penilaian?	Are you having difficulty making an assessment?	Tidak. Saya tidak terlalu kesulitan dalam menilai siswa.	No, I am not. I do not have too much difficulty in assessing students.
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Date : Tuesday, January 10 2023

Name : Mrs. Natasha

<b>No.</b>	<b>Challenges Indications</b>	<b>Pertanyaan</b>	<b>Questions</b>	<b>Jawaban</b>	<b>Answer</b>
1.	Cognitive Development	Apakah menurut Anda mengajar bahasa Inggris terutama mengajar berbicara untuk pelajar muda itu sulit?	Do you think teaching English especially teaching speaking for young learners is difficult?	Ya. Siswa belum mampu memusatkan perhatian pada materi yang diajarkan dan belum mampu memecahkan masalah dalam skala kelompok maupun individu.	Yes, I do. Students have not been able to focus on the material being taught and not being able to solve problem on a group or individual scale.
2.	Motivation	Apakah Anda pernah mengalami kendala dalam mengajar berbicara untuk	Do you ever have obstacles in teaching speaking for	Ya tentu. Siswa kurang pengalaman atau pengetahuan terkait topik dan kurang	Yeah, I do. The students lack of experiences or knowledge related

		pelajar muda?	young learners?	percaya diri.	to the topic and lack of confidence.
3.	Attention	Hal apa yang sering anda hadapi saat mengajar di kelas?	What things do you often face when teaching in class?	Tantangan terbesar dalam kemampuan berbicara untuk pelajar muda adalah mengembalikan suasana belajar mereka ketika kebosanan datang.	The biggest challenge in teaching speaking skill for young learners is to restore their learning mood when boredom comes.
4.	Multi-level Group	Selama proses pembelajaran apakah anda merasakan adanya perubahan gaya belajar siswa anda? Faktor apa	During the learning process do you feel a change in the learning style of your students? What	Ya, tentu saja. Gaya belajar siswa selalu berubah sesuai dengan kondisi siswa itu sendiri.	Yup, of course. The students learning styles are always changing depending on the

		saja yang mempengaruhi gaya belajar siswa?	factors influence student learning styles?		conditions of the students themselves.
5.	Assessment	Apakah Anda mengalami kesulitan dalam membuat penilaian?	Are you having difficulty making an assessment?	Tidak.	No.



Date : Tuesday, January 10 2023

Name : Mrs. Christy

<b>No.</b>	<b>Challenges Indications</b>	<b>Pertanyaan</b>	<b>Questions</b>	<b>Jawaban</b>	<b>Answer</b>
<b>1.</b>	Cognitive Development	Apakah menurut Anda mengajar bahasa Inggris terutama mengajar berbicara untuk pelajar muda itu sulit?	Do you think teaching English especially teaching speaking for young learners is difficult ?	Ya. Siswa merasa sulit untuk membangun rasa percaya diri dan sulit untuk mengatakan kata-kata yang hampir sama.	Yes. Students find it difficult to build self-confidence and difficult to tell the words that are almost the same.
<b>2.</b>	Motivation	Apakah Anda pernah mengalami kendala dalam mengajar berbicara untuk pelajar muda?	Do you ever have obstacles in teaching speaking for young learners?	Kadang-kadang. Siswa merasa malu, tidak nyaman dengan lingkungan berbahasa Inggris, latar belakang yang	Sometimes. The students feel shy, not comfortable with speaking environment English, different background

				berbeda (sekolah atau keluarga), minat.	nd (school or family), interest.
3.	Attention	Hal apa yang sering anda hadapi saat mengajar di kelas?	What things do you often face when teaching in class?	Siswa mudah teralihkannya dan bosan ketika proses pembelajaran berlangsung.	Students are easily distracted and bored when learning process.
4.	Multi-level Group	Selama proses pembelajaran apakah anda merasakan adanya perubahan gaya belajar siswa anda? Faktor apa saja yang mempengaruhi gaya belajar siswa?	During the learning process do you feel a change in the learning style of your students? What factors influence student learning styles?	Terkadang saya tidak mengenali gaya belajar siswa sesuai dengan kemampuannya.	Sometimes I do not recognize students' learning styles according to their abilities.
5.	Assessment	Apakah Anda mengalami	Are you having difficulty	Kesulitan dalam menilai	The difficulty in

		kesulitan dalam membuat penilaian?	making an assessment?	tergantung pada kemampuan siswa.	assessing depending on the students' abilities
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## Appendix 2 Sample of Questionnaire Transcription

Date : Tuesday, January 10 2023

Name : Mr. Chris

No.	Challenges Indications	Question	Answer
1.	Cognitive development ( <i>Perkembangan kognitif</i> )	6. What activities do you use to help the cognitive development of young learners in developing speaking skills? ( <i>Kegiatan apa yang anda gunakan untuk membantu perkembangan kognitif pelajar muda dalam mengembangkan kemampuan berbicara?</i> )	- Matching - Memorizing - Find pictures
		7. What games do you use to improve cognitive development in developing speaking skills in your class? ( <i>Apakah Anda menggunakan permainan untuk meningkatkan</i>	- Treasure hunt - What's missing

		<i>perkembangan kognitif dalam perkembangan kemampuan berbicara di kelas Anda?)</i>	
		8. What is the best way to introduce cognitive development especially in developing speaking skills to young learners? <i>(Apa cara terbaik untuk memperkenalkan perkembangan kognitif terutama dalam mengembangkan kemampuan berbicara kepada pelajar muda?)</i>	Games and competition
		9. Do you use media in cognitive development to develop young learners' speaking skills? <i>(Apakah Anda menggunakan media dalam pengembangan</i>	Yes, I do. Flash cards, video, things around the class

		<i>kognitif untuk mengembangkan kemampuan berbicara pelajar muda?)</i>	
		10. What is the general description of cognitive development of children aged 6-10 years at English First? <i>(Bagaimana gambaran umum perkembangan kognitif anak usia 6-10 tahun di English First?)</i>	Step by step starting to be able to think in a more complicated way
2.	Motivation <i>(Motivasi)</i>	6. How is student learning motivation in class during learning? <i>(Bagaimana motivasi belajar siswa dalam mengembangkan kemampuan berbicara di kelas?)</i>	Through peer competition
		7. How to motivate students to want to always speak English	With fun activities, compliments, and reward system

		<i>(Bagaimana cara memotivasi siswa agar mau selalu berbicara Bahasa English?)</i>	
		8. What are the obstacles in motivating students to want to speak English during class? <i>(Apa saja kendala dalam memotivasi siswa agar mau berbicara bahasa inggris selama dikelas?)</i>	Shy personality, lack of confidence.
		9. What causes students' motivation to learn differently? <i>(Apa penyebab motivasi belajar siswa berbeda-beda?)</i>	Different backgrounds (school or family) and interests.
		10. What is the difference between students who are motivated and unmotivated? <i>(Apa perbedaan antara siswa yang mendapatkan</i>	Lack of participation in shorter or limited answers.

		<i>motivasi dan tidak termotivasi?)</i>	
3.	Attention (Perhatian)	4. What do you do to get students' attention during learning process? ( <i>Apa yang Anda lakukan untuk mendapatkan perhatian siswa selama proses pembelajaran?</i> )	Exaggerated movements, expressions and intonation.
		5. What kind of learning methods do you use to attract students' attention? ( <i>Cara pembelajaran seperti apa yang anda lakukan untuk menarik perhatian siswa?</i> )	The Present Practice Production (PPP) and Teachers Talk Time (TTT).
		6. How do we get students to focus on learning? ( <i>Bagaimana cara kita untuk mengajak peserta didik fokus dalam pembelajaran?</i> )	Through games and competition, with relatable topic



4.	Multi-level groups ( <i>Grup multi-level</i> )	4. What efforts can you make to identify or know the learning styles of students? ( <i>Bagaimana upaya yang dapat anda lakukan untuk mengenali atau mengetahui gaya belajar peserta didik?</i> )	Apply multimedia learning styles.
		5. How do you deal with students with different characteristics? ( <i>Bagaimana anda menyikapi peserta didik dengan karakteristik yang berbeda beda?</i> )	Redirect their focus on the media that works for them.
		6. During the learning process do you feel a change in the learning style of your students? What factors influence student learning styles? ( <i>Selama proses pembelajaran berlangsung apakah anda merasakan</i>	Yes.  They're maturing and exploring on other senses senses, thus other learning styles.

		<i>perubahan gaya belajar pada siswa anda? Faktor apa saja yang mempengaruhi gaya belajar siswa?)</i>	
5.	Assessment (Penilaian)	5. Before carrying out an authentic assessment, do you make an assessment plan first? <i>(Sebelum melaksanakan penilaian autentik, apakah anda membuat rencana penilaian terlebih dahulu?)</i>	Yes, I do.
		6. What steps do you use before and after conducting an authentic assessment? <i>(Langkah–langkah apa saja yang anda gunakan sebelum dan sesudah melaksanakan penilaian autentik?)</i>	Review materials, exam, then feedback.

		<p>7. In carrying out the English assessment, What instrument do you usually use?  <i>(Dalam melaksanakan penilaian bahasa inggris, instrumen apa yang biasanya bapak gunakan?)</i></p>	<p>On paper and tablet.</p>
		<p>8. How do you assess the results of students' speaking ability?  <i>(Bagaimana anda menilai hasil kemampuan berbicara siswa?)</i></p>	<p>Based on criterias: aim, lexical unit, grammar, and pronunciation.</p>

Date : Tuesday, January 10 2023

Name : Mrs. Natasha

<b>No.</b>	<b>Challenges Indications</b>	<b>Question</b>	<b>Answer</b>
1.	Cognitive development ( <i>Perkembangan kognitif</i> )	1. What activities do you use to help the cognitive development of young learners in developing speaking skills? ( <i>Kegiatan apa yang anda gunakan untuk membantu perkembangan kognitif pelajar muda dalam mengembangkan kemampuan berbicara?</i> )	Giving reason and role playing.
		2. What games do you use to improve cognitive development in developing speaking skills in your class? ( <i>Apakah Anda menggunakan permainan untuk meningkatkan perkembangan kognitif dalam</i>	- Unscramble the sentences - Reorder the dialogue - Chain whisper - Mime game - Hot seat - Guess the picture - Describe and guess

		<i>perkembangan kemampuan berbicara di kelas Anda?)</i>	
		3. What is the best way to introduce cognitive development especially in developing speaking skills to young learners? <i>(Apa cara terbaik untuk memperkenalkan perkembangan kognitif terutama dalam mengembangkan kemampuan berbicara kepada pelajar muda?)</i>	Giving visual aids (puppets, videos, songs), interactive teacher-to-student and student-to-student activities.
		4. Do you use media in cognitive development to develop young learners' speaking skills? <i>(Apakah Anda menggunakan media dalam pengembangan kognitif untuk mengembangkan</i>	Yes, I do. Songs, video, pictures.

		<i>kemampuan berbicara pelajar muda?)</i>	
		5. What is the general description of cognitive development of children aged 6-10 years at English First? <i>(Bagaimana gambaran umum perkembangan kognitif anak usia 6-10 tahun di English First?)</i>	Some have long attention span, some have short attention span, remembering objects and events. Being able to give reasons, recognizing objects.
2.	Motivation <i>(Motivasi)</i>	1. How is student learning motivation in class during learning? <i>(Bagaimana motivasi belajar siswa dalam mengembangkan kemampuan berbicara dikelas?)</i>	Some are highly motivated, some have low motivations. Usually due to confidence in speaking.
		2. How to motivate students to want to always speak English <i>(Bagaimana cara memotivasi siswa agar mau selalu</i>	Give them the tools and purpose to speak. Connect their actual experience and

		<i>berbicara Bahasa English?)</i>	interest with the target language.
		3. What are the obstacles in motivating students to want to speak English during class? ( <i>Apa saja kendala dalam memotivasi siswa agar mau berbicara bahasa inggris selama dikelas?</i> )	Difficult increasing their confidence, lack of experience or students' knowledge related to the topic.
		4. What causes students' motivation to learn differently? ( <i>Apa penyebab motivasi belajar siswa berbeda-beda?</i> )	Background knowledge and level of difficulty in class.
		5. What is the difference between students who are motivated and unmotivated? ( <i>Apa perbedaan antara siswa yang mendapatkan motivasi dan tidak termotivasi?</i> )	- Motivated students are always attentive, engaged in discussions, make efforts to apply what they've learned in class.

			- Students who are unmotivated are zoned out in class, only speak when spoken, make little to no effort to apply what they learn.
3.	Attention (Perhatian)	1. What do you do to get students' attention during learning process? <i>(Apa yang Anda lakukan untuk mendapatkan perhatian siswa selama proses pembelajaran?)</i>	Using games, visual aids, relatable topic or examples.
		2. What kind of learning methods do you use to attract students' attention? <i>(Cara pembelajaran seperti apa yang anda lakukan untuk menarik perhatian siswa?)</i>	Mixing stirrer and settler activities to create a dynamic class.



		<p>3. How do we get students to focus on learning?  <i>(Bagaimana cara kita untuk mengajak peserta didik fokus dalam pembelajaran?)</i></p>	<p>Minimize distractions, good seating arrangement, balance out their energy because too high or low energy make them unfocused.</p>
4.	<p>Multi-level groups  <i>(Grup multi-level)</i></p>	<p>1. What efforts can you make to identify or know the learning styles of students?  <i>(Bagaimana upaya yang dapat anda lakukan untuk mengenali atau mengetahui gaya belajar peserta didik?)</i></p>	<p>Intergrate different types of classroom activities and observe how well the students do them in class.</p>
		<p>2. How do you deal with students with different characteristics?  <i>(Bagaimana anda menyikapi peserta didik dengan karakteristik yang berbeda beda?)</i></p>	<p>Provide them with choices, include activities they like, set an expectation in class.</p>

		<p>3. During the learning process do you feel a change in the learning style of your students? What factors influence student learning styles?  <i>(Selama proses pembelajaran berlangsung apakah anda merasakan perubahan gaya belajar pada siswa anda? Faktor apa saja yang mempengaruhi gaya belajar siswa?)</i></p>	<p>Yes.</p> <hr/> <p>Exposure of different medias the consume at home or school.</p>
5.	Assessment (Penilaian)	<p>1. Before carrying out an authentic assessment, do you make an assessment plan first?  <i>(Sebelum melaksanakan penilaian autentik, apakah anda membuat rencana penilaian terlebih dahulu?)</i></p>	No.

		<p>2. What steps do you use before and after conducting an authentic assessment?  <i>(Langkah-langkah apa saja yang anda gunakan sebelum dan sesudah melaksanakan penilaian autentik?)</i></p>	<p>Before doing the assessment prepare the props and materials, then doing reviews. After doing the assessment grade and make reports.</p>
		<p>3. In carrying out the English assessment, What instrument do you usually use?  <i>(Dalam melaksanakan penilaian bahasa inggris, instrumen apa yang biasanya bapak gunakan?)</i></p>	<p>Visual aids, and listening (audio recording).</p>
		<p>4. How do you assess the results of students' speaking ability?  <i>(Bagaimana anda menilai hasil kemampuan berbicara siswa?)</i></p>	<p>Using the matrices or descriptors provided by EF.</p>

Date : Tuesday, January 10 2023

Name : Mrs. Christy

No.	Challenges Indications	Question	Answer
1.	Cognitive development ( <i>Perkembangan kognitif</i> )	1. What activities do you use to help the cognitive development of young learners in developing speaking skills? ( <i>Kegiatan apa yang anda gunakan untuk membantu perkembangan kognitif pelajar muda dalam mengembangkan kemampuan berbicara?</i> )	Role play and matching.
		2. What games do you use to improve cognitive development in developing speaking skills in your class? ( <i>Apakah Anda menggunakan permainan untuk meningkatkan perkembangan kognitif dalam perkembangan</i>	Little teacher and hot seat.

		<i>kemampuan berbicara di kelas Anda?)</i>	
		3. What is the best way to introduce cognitive development especially in developing speaking skills to young learners? <i>(Apa cara terbaik untuk memperkenalkan perkembangan kognitif terutama dalam mengembangkan kemampuan berbicara kepada pelajar muda?)</i>	Through interesting activities or games.
		4. Do you use media in cognitive development to develop young learners' speaking skills? <i>(Apakah Anda menggunakan media dalam pengembangan kognitif untuk mengembangkan kemampuan</i>	Yes. Flash card, songs, picture, realia.

		<i>berbicara pelajar muda?)</i>	
		5. What is the general description of cognitive development of children aged 6-10 years at English First? <i>(Bagaimana gambaran umum perkembangan kognitif anak usia 6-10 tahun di English First?)</i>	They start to learn on ways to solve problems.
2.	Motivation <i>(Motivasi)</i>	1. How is student learning motivation in class during learning? <i>(Bagaimana motivasi belajar siswa dalam mengembangkan kemampuan berbicara di kelas?)</i>	-
		2. How to motivate students to want to always speak English <i>(Bagaimana cara memotivasi siswa agar mau selalu</i>	Through games, points, compliments.

		<i>berbicara Bahasa English?)</i>	
		3. What are the obstacles in motivating students to want to speak English during class? ( <i>Apa saja kendala dalam memotivasi siswa agar mau berbicara bahasa inggris selama dikelas?</i> )	Shy, not comfortable with speaking English.
		4. What causes students' motivation to learn differently? ( <i>Apa penyebab motivasi belajar siswa berbeda-beda?</i> )	Different interest.
		5. What is the difference between students who are motivated and unmotivated? ( <i>Apa perbedaan antara siswa yang mendapatkan motivasi dan tidak termotivasi?</i> )	Student who are motivated will grasp the lesson faster and easier.

3.	Attention ( <i>Perhatian</i> )	1. What do you do to get students' attention during learning process? ( <i>Apa yang Anda lakukan untuk mendapatkan perhatian siswa selama proses pembelajaran?</i> )	Different expressions and also intonation.
		2. What kind of learning methods do you use to attract students' attention? ( <i>Cara pembelajaran seperti apa yang anda lakukan untuk menarik perhatian siswa?</i> )	Using Total Physical Response (TPR) and show pictures or realia.
		3. How do we get students to focus on learning? ( <i>Bagaimana cara kita untuk mengajak peserta didik fokus dalam pembelajaran?</i> )	Through different activities instead of sit down and write.
4.	Multi-level groups ( <i>Grup multi-level</i> )	1. What efforts can you make to identify or know the learning styles of students? ( <i>Bagaimana upaya yang dapat anda lakukan untuk</i>	By observing and try different learning styles in class.



		<i>mengenal atau mengetahui gaya belajar peserta didik?)</i>	
		2. How do you deal with students with different characteristics? <i>(Bagaimana anda menyikapi peserta didik dengan karakteristik yang berbeda beda?)</i>	Appreciate their differences and adjust our approaches.
		3. During the learning process do you feel a change in the learning style of your students? What factors influence student learning styles? <i>(Selama proses pembelajaran berlangsung apakah anda merasakan perubahan gaya belajar pada siswa anda? Faktor apa saja yang mempengaruhi gaya belajar siswa?)</i>	Sometimes.  The factors could be their mood and they are older so they try something new and like it.
5.	Assessment (Penilaian)	1. Before carrying out an authentic assessment, do you	Yes.

		<p>make an assessment plan first?  <i>(Sebelum melaksanakan penilaian autentik, apakah anda membuat rencana penilaian terlebih dahulu?)</i></p>	
		<p>2. What steps do you use before and after conducting an authentic assessment?  <i>(Langkah–langkah apa saja yang anda gunakan sebelum dan sesudah melaksanakan penilaian autentik?)</i></p>	<p>Review, assessment, feedback.</p>
		<p>3. In carrying out the English assessment, What instrument do you usually use?  <i>(Dalam melaksanakan penilaian bahasa inggris, instrumen apa yang biasanya bapak gunakan?)</i></p>	<p>Using I-pad.</p>

		4. How do you assess the results of students' speaking ability? <i>(Bagaimana anda menilai hasil kemampuan berbicara siswa?)</i>	Based on the speaking rubrics.
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### Appendix 3 Instruments of Observation Sheet

Date : Tuesday, January 10 2023

Name : Mr. Chris

Subject 1 : The challenges faced by tutors in teaching Speaking  
for young  
learners

No.	Aspects in Observation	Assessment Checklist Based on Interview Results		Description
		Yes	No	
1.	The students are less active in speaking English during learning in classroom.		✓	Students are very active in speaking English.
2.	The difficulty of delivering material to students.		✓	The teacher conveys the material in a fun way.
3.	The students lack of enthusiasm in the learning process in classroom.		✓	Student enthusiasm is very good during learning. The enthusiasm of students during learning are they laughed, tried to

				answer each other, jumped.
4.	Lack of students' vocabulary in speaking English..		✓	None of the students had difficulty in pronouncing vocabulary.
5.	Difficulty controlling the situations and conditions during learning process in classroom.		✓	The teacher has no difficulty in controlling the class. Learning in the classroom is very fun.

Subject 2  
teaching

: The teaching methods used by teachers in

Speaking for young learners

No.	Aspects in Observation	Assessment Checklist Based on Interview Results		Description
		Yes	No	
1.	Using games	✓		The teacher uses matching games using flash card media.
2.	Ask and Question	✓		The tutor gives questions orally to students, besides that the tutor too Ask an existing question available in the book.
3.	Singing a song		✓	The teacher does not use the singing method in learning.
4.	Playing card	✓		The teacher uses flash cards with

				occupational profession material.
<b>5.</b>	Using things around the students	✓		The teacher uses the dice that are already available in class. The dice are used in matching games and flash cards.

Date : Tuesday, January 10 2023

Name : Mrs. Natasha

Subject 1 : The challenges faced by tutors in teaching  
Speaking for young

learners

No.	Aspects in Observation	Assessment Checklist Based on Interview Results		Description
		Yes	No	
1.	The students are less active in speaking English during learning in classroom.		✓	Students are very active in speaking English.
2.	The difficulty of delivering material to students.		✓	The teacher had no difficulty in conveying the material.
3.	The students lack of enthusiasm in the learning process in classroom.		✓	Students are very enthusiastic in participating in learning.
4.	Lack of students' vocabulary in speaking English.	✓		There were 2 students who forgot the vocabulary they wanted to say and



				used unclear pronunciation.
5.	Difficulty controlling the situations and conditions during learning process in classroom.		✓	The teacher has no difficulty in controlling the class.

Subject 2  
teaching

: The teaching methods used by teachers in

Speaking for young learners

No.	Aspects in Observation	Assessment Checklist Based on Interview Results		Description
		Yes	No	
1.	Using games	✓		The teacher uses the game unscramble the sentence in learning.
2.	Ask and Question	✓		The teacher asks several questions and students fight for answers.
3.	Singing a song	✓		When learning process the teacher invites students to sing according to the material being taught, that was body parts material.
4.	Playing card	✓		The teacher uses flash cards with

				body parts material.
<b>5.</b>	Using things around the students		✓	The teacher does not use things in the classroom

## Appendix 4 The Documentation of Interview







**Appendix 5 The Documentation of Observation**









## Appendix 6 Permission Letter



**FAKULTAS ILMU SOSIAL DAN HUMANIORA**  
**UNIVERSITAS PGRI ADI BUANA SURABAYA**

Kampus I : Jl. Ngagel Dadi III-D/37 Telp. (031) 6041097 Fax. (031) 6042804 Surabaya 60245  
Kampus II: Jl. Dukuh Menanggal XII Telp. (031) 8201182, 8281183 Surabaya 60234.  
Website : <http://www.unin-sby.ac.id>

Nomor : 042/Ak.2/FISH/VII/2022  
Lampiran : -  
Perihal : Permohonan Izin Penelitian

28 Juli 2022

Yang Terhormat,  
Bapak/Ibu Kepala EF English First  
Ruko Villa Bukit Mas, Jl. KH. Abdul Wahab  
Siamin Surabaya Blok RD2-5 No.22, Dukuh  
Pakis, Kec. Dukuhpakis, Kota Surabaya, Jawa  
Timur 60225  
di Surabaya

Sesuai dengan kurikulum Universitas PGRI Adi Buana Surabaya, untuk penyelesaian akhir masa studi, mahasiswa diwajibkan menulis skripsi. Berkaitan dengan ini, mohon dengan hormat Bapak/Ibu Kepala EF English First berkenan memberikan izin penelitian kepada mahasiswa :

Nama : Herlinda Surya Kartika Putri  
NIM : 195300028  
Program Studi : Pendidikan Bahasa Inggris  
Judul Penelitian : The Teachers' Challenges of Teaching Speaking for Young Learners: A Case Study at EF English First for Young Learners  
Waktu penelitian : 29 Juli 2022

Demikian atas bantuan dan kerjasamanya disampaikan terima kasih.

  
Dekan,  
Sigit Catur Budiyo, M.Hum.  
NIDN: 0703016504

Tembusan :

1. Wakil Dekan I
2. Kaprodi