



FROM ABC TO ENGLISH: STRATEGIES TO BOOST CHILDREN'S SPEAKING CONFIDENCE EARLY

DARI ABC KE BAHASA INGGRIS: STRATEGI UNTUK MENINGKATKAN KEPERCAYAAN DIRI ANAK DALAM BERBICARA SEJAK AWAL

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Abstrak

Berbicara merupakan salah satu keterampilan utama dalam pembelajaran bahasa Inggris, terutama bagi anak usia dini yang sedang berada pada tahap perkembangan bahasa yang optimal. Artikel ini membahas strategi efektif dalam membangun kepercayaan diri anak dalam berbicara bahasa Inggris mulai dari tahap pengenalan dasar, mulai dari alfabet (ABC) hingga kemampuan berbicara dengan lancar. Beberapa pendekatan yang dibahas antara lain penggunaan lagu dan permainan, bercerita, bermain peran, serta penerapan metode Total Physical Response (TPR) dan Communicative Language Teaching (CLT). Artikel ini juga memadukan teori dari para ahli seperti Krashen, Vygotsky, Bruner, dan Asher sebagai landasan teori. Hasil penelitian menunjukkan bahwa lingkungan belajar yang positif, dukungan dari guru dan orang tua, serta kegiatan belajar yang menyenangkan dapat meningkatkan keberanian anak dalam berbicara bahasa Inggris secara signifikan. Dengan pendekatan yang tepat, anak tidak hanya mampu mengenali kosakata dasar, tetapi juga dapat tumbuh menjadi komunikator yang percaya diri.

Kata kunci: Kepercayaan diri, anak usia dini, berbicara bahasa Inggris

Abstract

Speaking is one of the key skills in learning English, especially for young children who are at an optimal stage of language development. This article discusses effective strategies in building children's confidence in speaking English from the basic introduction stage, from the alphabet (ABC) to the ability to speak fluently. Some of the approaches discussed include the use of songs and games, storytelling, role play, as well as the application of Total Physical Response (TPR) and Communicative Language Teaching (CLT) methods. The article also integrates theories from experts such as Krashen, Vygotsky, Bruner and Asher as the theoretical foundation. The results show that a positive learning environment, support from teachers and parents, and fun learning activities can significantly increase children's courage to speak English. With the right approach, children are not only able to recognize basic vocabulary, but can also grow into confident communicators.

Keywords: Self-confidence, early childhood, English speaking

INTRODUCTION

English is one of the international languages that has an important role in today's global life. Mastery of English from an early age can provide a strong foundation for children to communicate effectively in the future. One of the language skills that is the main focus in teaching English is



speaking. However, this skill is not only dependent on the mastery of vocabulary and language structure, but is also strongly influenced by psychological factors, especially children's confidence in expressing their thoughts.

Unfortunately, many children experience barriers when asked to speak in English. They feel afraid of making mistakes, embarrassed, or not confident in their abilities. This shows that building children's confidence early on is an important step in the English learning process. Therefore, a learning strategy is needed that not only teaches linguistic aspects, but also encourages children's courage and confidence in speaking.

For this reason, this research formulates the following problems: 1) What are the factors that influence children's confidence in speaking English early on? and 2) What strategies are effective in building children's confidence in English speaking skills? The formulation of this problem becomes the basis for exploring approaches that are in accordance with the needs and characteristics of early childhood.

Based on the problem formulation, the objectives of this paper are to: 1) Identify factors that influence children's confidence in speaking English early on, and 2) Describe various strategies that can be used to build children's confidence in speaking English effectively and fun. By understanding these two things, it is hoped that English learning can be done more optimally and oriented to the development of children's character.

Thus, this paper will discuss various approaches that can be applied by teachers and parents in creating a supportive learning environment, as well as strategies that can encourage children to speak English without fear. This research is expected to contribute to the development of more humanistic, interactive, and child-centered English learning methods.

METHOD

This study used a qualitative approach with data collection techniques through observation and interviews. Observations were made directly to 30 children in grade 3 of SDN Palurahan 1 during the English learning process. Observations aimed to observe children's behavior, reactions, and level of confidence when speaking in English, especially in using the TPR (Singing and Playing) strategy that had been implemented. The data collected includes verbal and non-verbal aspects of children during learning activities, such as participation, speaking courage, and facial expressions that reflect confidence or anxiety. Interviews were conducted with the English teacher in the class to obtain in-depth information about the teacher's experiences, opinions and strategies used in building children's confidence. The interview also aimed to understand the obstacles and challenges faced by the teacher and the efforts made in overcoming these problems. The data from the observations and interviews were then analyzed descriptively qualitatively to obtain a comprehensive picture of the effectiveness of the strategies in building children's confidence in speaking English from an early age.

Theory

1. Krashen's Affective Filter Hypothesis (1982)

Stephen Krashen's Affective Filter Hypothesis is a widely recognized concept in the field of second language acquisition. It suggests that emotional factors such as anxiety,



motivation, self-confidence, and attitude have a significant impact on the success of language learning. When learners are stressed or afraid of making mistakes, their “affective filter” becomes a barrier, preventing language input from being fully absorbed. On the other hand, when learners feel relaxed, supported, and motivated, this filter is lowered, allowing for more effective language acquisition. The affective filter essentially acts as a mental block or gate that can either facilitate or hinder the internalization of language.

In the context of young learners, this theory is especially relevant. Children are naturally sensitive to their emotional environment, and any negative feelings may reduce their willingness to participate, especially in speaking activities. Therefore, creating a positive and enjoyable classroom environment is essential to lower the affective filter. This includes using fun and engaging methods such as songs, games, and visual aids, as well as building a supportive relationship between teacher and students. When children feel safe and encouraged, their confidence in speaking English can grow more naturally and rapidly.

2. James Asher - Total Physical Response (TPR)

Total Physical Response (TPR) is a language teaching method developed by James Asher that emphasizes learning through physical activity. TPR is based on the idea that language is best acquired when learners are physically involved in the learning process. In this method, teachers give verbal commands that students respond to with physical actions, allowing them to connect language with meaning through movement. TPR mirrors the natural way children acquire their first language—listening and responding physically before speaking—making it a developmentally appropriate approach for early learners.

For young learners of English, TPR is particularly effective in helping them build confidence in speaking. Because the method does not immediately demand verbal responses, it reduces pressure and fear of making mistakes. Students are first allowed to internalize the language through listening and movement. Over time, they become more comfortable and begin to produce spoken language on their own. The playful, game-like nature of TPR activities also enhances students’ motivation and enjoyment, making it an ideal strategy for encouraging active participation and lowering anxiety in speaking tasks.

3. Lev Vygotsky - Social Development Theory (1978)

Lev Vygotsky’s Zone of Proximal Development (ZPD) theory is a fundamental concept in developmental psychology and education. ZPD refers to the gap between what a child can do independently and what they can achieve with the guidance of a more capable peer or adult. Learning is most effective when instruction occurs within this zone, where the learner is challenged just beyond their current abilities but still capable of succeeding with support. Vygotsky emphasized the role of social interaction and scaffolding—temporary, structured assistance that helps learners gradually develop their skills until they can perform tasks independently.

In language learning, the teacher plays a crucial role as a facilitator within the learner’s ZPD. For young English learners, this means the teacher provides structured support during speaking activities, such as modeling correct pronunciation, prompting responses, and offering encouragement. As learners gain confidence and competence, the teacher reduces support,



allowing students to speak more independently. This gradual release of responsibility empowers children to take ownership of their learning. Scaffolding through group work, peer collaboration, and guided practice helps young learners progress from hesitant speakers to confident communicators.

4. Communicative Language Teaching (CLT)

Communicative Language Teaching (CLT) is a language teaching approach that prioritizes the development of communicative competence rather than simply mastering grammatical structures. Michael Canale and Merrill Swain (1980) expanded upon Dell Hymes's concept of communicative competence by identifying four core components: grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Grammatical competence refers to the knowledge of vocabulary, syntax, and rules of language; sociolinguistic competence relates to the ability to use appropriate language in different social situations; discourse competence focuses on producing coherent and cohesive spoken or written texts; and strategic competence involves the ability to overcome communication breakdowns using repair strategies. This framework forms the theoretical foundation for CLT, emphasizing language use in context over rote memorization.

For young learners, CLT creates opportunities to practice English in a fun and meaningful way, aligning well with how children naturally learn—through interaction and play. Classroom activities such as songs, games, storytelling, and role-playing give students the chance to apply language in real communicative settings. These tasks promote fluency and build speaking confidence without the pressure of perfection. By encouraging learners to communicate and negotiate meaning, teachers help develop all four components of communicative competence outlined by Canale and Swain. This student-centered approach lowers anxiety, fosters engagement, and provides a natural environment for language acquisition to flourish, particularly in speaking skills.

RESULTS AND DISCUSSION

Observation Results

Observation Table

Students	Actively Answering	Daring to Speak	Facial Expressions	Participation During Play
1.	✓	✓	✓	✓
2.	✓	✓	✓	✓
3.	✓	✓	✓	✓
4.	✓	✓	✓	✓
5.	✓	✓	✓	✓
6.	✓	✓	✓	✓
7.	✓	✓	✓	✓
8.	✓	✓	✓	✓
9.	✓	✓	✓	✓
10.	✓	✓	✓	✓
11.	✓	✓	✓	✓
12.	✓	✓	✓	✓
13.	✓	✓	✓	✓
14.	✓	✓	✓	✓
15.	✓	✓	✓	✓



16.	✓	✓	✓	✓
17.	✓	✓	✓	✓
18.	✓	✓	✓	✓
19.	✓	✓	✓	✓
20.	✓	✓	✓	✓
21.	✓	✓	✓	✓
22.	✓	✓	✓	✓
23.	✓	✓	✓	✓
24.	✓	✓	✓	✓
25.	✓	✓	✓	✓
26.	✓	✓	✓	✓
27.	✓	✓	✓	✓
28.	✓	✓	✓	✓
29.	✓	✓	✓	✓
30.	✓	✓	✓	✓

The observation of 30 students in grade 3 of SDN Palurahan 1 showed that all students responded positively to the English speaking learning activities implemented by the teacher. All students showed the courage to speak, active participation in activities, and cheerful and enthusiastic facial expressions. The activities observed included singing together, simple role-playing, and answering questions from the teacher using basic English. Even students who initially seemed hesitant, gradually showed increased confidence in pronouncing the vocabulary they had learned.

The fact that all students were actively involved and showed the courage to speak indicates that the learning strategy used by the teacher succeeded in reducing affective barriers in children. This is very relevant to Stephen Krashen's Affective Filter Hypothesis, which states that a learning atmosphere that is free from emotional pressure such as anxiety or fear, will open students' "affective filters" so that language input can be absorbed optimally (TPR 1). A fun classroom atmosphere through song and game activities helps to create this condition.

Furthermore, successful learning can also be attributed to the application of James Asher's Total Physical Response (TPR) principles. Activities such as singing while moving, physically responding to commands and role-playing not only enrich students' learning experience kinesthetically, but also allow them to understand the meaning of language intuitively. Children understand and remember language more easily through movement, so they feel more confident when it comes to speaking.

The active involvement of all students also shows a rich process of social interaction in the classroom. This is in line with Lev Vygotsky's theory of social development, which emphasizes the important role of social interaction in children's learning. Through peer learning and teacher guidance, children are able to move from their actual abilities to their higher potential abilities - a concept known as Zone of Proximal Development (ZPD). The teacher acts as a scaffolder who provides gradual support until the children are able to speak independently.

From a teaching approach point of view, this success also reflects the essence of Communicative Language Teaching (CLT), which is that language is learned most effectively when it is used in the context of real communication. Children are more likely to speak up because they feel that what they say has meaning, rather than simply memorizing words. The use of games and singing activities creates a learning context that is meaningful, fun and supports real interactions between students. Thus, observations of 30 students showed that a communicative, interactive and



fun learning approach can effectively build children's confidence in speaking English. This strategy can be recommended for wider application in early childhood English language learning.

Teacher Interview Results

Based on interviews with the English language teacher in grade 3 at SDN Palurahan 1, a number of important findings were obtained regarding the strategies and challenges in building children's confidence in speaking English.

The teacher explained that the main strategy used to encourage children's speaking courage is through visual media such as videos, pictures, and singing activities. Through videos and pictures, teachers provide an initial stimulus in the form of displaying vocabulary in a visual context (for example, a picture of a fruit), then inviting children to imitate and mention the vocabulary in English. This strategy is reinforced by singing activities, which according to the teacher is very effective in helping children remember vocabulary and language structures more naturally. Simple songs tailored to the learning topic help children absorb the language without pressure.

The strategy is in line with James Asher's Total Physical Response (TPR) theory, which emphasizes the importance of learning through physical activity and emotional engagement. In this context, singing and playing not only serve as a means of entertainment, but also as an effective tool to lower affective barriers to language learning. The teacher also observed that most of the children showed high confidence when asked to speak English. She believes that the children's interest in English as something “foreign and interesting” makes them more enthusiastic about trying to pronounce new words. This supports Krashen's Affective Filter Hypothesis, (Nattinger, 2014) which states that when students feel comfortable and motivated, language absorption will occur more optimally. Curiosity and pride in being able to speak in “another language” are important motivating factors for children to be more confident.

The teacher also mentioned positive changes in students' attitudes and engagement after the implementation of the TPR method, songs, and games. Students became more enthusiastic, active and showed improvement in vocabulary acquisition. This corroborates the Communicative Language Teaching (CLT) approach, which emphasizes the importance of meaningful interaction in language learning. Play and singing activities create a real context for communication that makes children more comfortable to express themselves.

However, teachers also revealed the main challenge in teaching speaking skills, which is students' difficulty in pronunciation, especially on certain letters such as /r/ and typical English intonation. Some students find it difficult to pronounce words correctly and often ask how to read a word correctly. This reflects the limitations in phonological skills that are common in early childhood and require constant guidance from the teacher.

To overcome these challenges, teachers try to create a supportive classroom atmosphere by conditioning students optimally, using fun learning methods, and completing learning facilities. This shows the implementation of Vygotsky's theory of Zone of Proximal Development (ZPD), where students can develop better when guided by teachers in a positive and supportive learning atmosphere.



DISCUSSION

1. Observation Findings

The use of Total Physical Response (TPR) as the core method in this study is in line with the findings from previous studies. A meta-analysis by (Widodo, 2005) examining more than 20 studies on TPR found that this method has significant positive effects on vocabulary acquisition and student motivation among young learners. Their analysis emphasized that the combination of verbal input and physical movement decreased affective filters and strengthened long-term retention. This supports the observations in this study where students enthusiastically respond to movement-based learning and become more confident in speaking English.

Observations of 30 third grade students at SDN Palurahan 1 showed a very positive response to the English language activities implemented by the teacher. All students were actively engaged, showed a desire to speak English, participated enthusiastically in classroom games, and showed cheerful facial expressions during the learning process. Activities such as singing, role-playing and answering basic English questions were very effective in encouraging students' participation. Even those who initially looked hesitant gradually became more confident, especially in pronouncing newly learned vocabulary.

These results show that the strategies implemented in the classroom effectively minimize students' emotional barriers. This supports Krashen's Affective Filter Hypothesis, which states that when students feel comfortable, safe, and unpressured, their affective filters will decrease, thus allowing language acquisition to occur more efficiently. The use of fun and non-stressful activities such as songs and games helps to create a relaxed classroom atmosphere so that students feel confident to speak.

In addition, the strategies implemented reflect the principles of James Asher's Total Physical Response (TPR), which promotes language learning through physical movement and active participation. Singing with movement, physically responding to commands, and role-playing allow students to internalize language patterns kinesthetically. This is in line with how children naturally acquire their first language - by associating language with actions and experiences - making them more confident and engaged.

The consistent engagement of all students also demonstrates the importance of social interaction in learning. Based on (Vygotsky, 1980), students can move from their current level of ability to a higher level with the help of more knowledgeable others, such as teachers or peers. In the classroom, teachers act as scaffolds, providing ongoing support and gradually encouraging students to speak more independently. A collaborative and supportive learning environment allows students to flourish in terms of language and confidence.

From a methodological perspective, this success reflects the core of Communicative Language Teaching (CLT), especially as articulated by Canale and Swain (1980). The learning process is focused on meaningful communication through interaction, not memorization. Through songs, games and question and answer activities, students use English for real purposes and not just as isolated vocabulary. These communicative situations provide students



with meaningful contexts to speak and interact, helping to build their fluency and confidence in speaking.

2. Teacher Interview Findings

Interviews with teachers provided deeper insights into the strategies, benefits and challenges of teaching English to young students. Teachers reported that using visual materials such as videos and pictures, combined with songs and games, proved effective in boosting students' confidence. For example, showing videos or pictures of fruit followed by singing activities helps students remember vocabulary more naturally. Teachers emphasize that children learn better when they are emotionally engaged and physically active in the learning process.

This again confirms Asher's TPR theory, as teachers note that singing and movement-based activities make students more enthusiastic and confident. Most students showed a strong desire to speak, most likely due to their interest in learning what they perceived as a “foreign” and interesting language. This is in line with Krashen's view that motivation and emotional readiness play a key role in second language acquisition. The novelty and curiosity surrounding English increased students' desire to participate.

Teachers also observed visible improvements in students' behavior and language retention after implementing the interactive method. Students became more confident, enthusiastic and active in using the vocabulary learned. This is in accordance with the principles of Communicative Language Teaching (CLT), where language is best learned through real communication and social interaction. Singing and games provide a natural and meaningful context for using English without fear of judgment.

However, teachers also identified challenges - especially in pronunciation. Many students struggle with certain sounds such as /r/ or the rhythm of English intonation. These difficulties are common in early childhood and reflect developmental limitations in phonological awareness. They highlight the need for consistent modeling, repetition and teacher guidance during pronunciation activities.

To overcome these challenges, the teacher implemented strategies to condition the classroom atmosphere to be supportive. She emphasized the importance of using engaging methods, minimizing correction-based pressure, and providing emotional and social support. This is in line with Vygotsky's ZPD, where students can achieve more with structured guidance and a safe and supportive environment.

3. Factors Influencing Students' Confidence in Speaking English

One of the most influential factors on students' confidence in speaking English is the emotional atmosphere in the classroom. Observations showed that students actively participated and showed cheerful expressions during English activities involving songs, games and visual media. This result confirms that emotional safety, fun, and reduced fear are fundamental to building confidence in speaking. This is in line with Krashen's Affective Filter Hypothesis, which emphasizes that language acquisition will be more successful if students feel relaxed and motivated rather than anxious or depressed (Krashen, 1982).



Another important factor is students' motivation and curiosity towards English as a foreign language. According to interviews with teachers, children perceive English as something “new and interesting”, which encourages them to try to speak it despite being unsure. This intrinsic motivation to explore and use a foreign language contributes directly to their willingness to speak. Research has shown that young learners are more engaged when they find learning new or interesting (**Lightbown & Spada, 2013**). Curiosity is very strong in early childhood and should be harnessed to support language use.

The effectiveness of using songs to support language learning in this study is also strongly supported by the research of **Delibegović and Pejić (2016)**. Their study showed that integrating songs into English language lessons improved both the vocabulary retention and motivation levels of young learners. In particular, students exposed to rhythmic and thematic songs were more likely to remember new words and use them spontaneously. This confirms the teacher's testimony in this study, who observed that singing helped children recall vocabulary more easily and made learning enjoyable, which in turn encouraged them to speak.

Social interaction also plays an important role in building speaking confidence. Observations show that students become more confident when they work in groups or follow teacher instructions. This is in line with Vygotsky's Zone of Proximal Development, which highlights that students develop best when supported by more knowledgeable others-such as teachers or peers-who provide assistance beyond the students' current abilities (Vygotsky, 1978). Gentle encouragement, praise and correction from teachers help transform students from passive participants to active talkers.

4. Effective Strategies for Building Confidence in Speaking

The findings of this study strongly support the use of Total Physical Response (TPR) as an effective method to increase speaking confidence in early childhood. Teachers use physical movement through games, songs with movement, and role play to create dynamic learning experiences. TPR allows students to internalize language through body movements, reducing the pressure to speak immediately and encouraging understanding naturally. This method is particularly effective for young children, as it mirrors how they acquire their first language-through action and listening (Xie, 2021).

Another effective strategy observed was the integration of songs and visuals, such as videos and pictures, to introduce vocabulary. The multisensory nature of these tools supports recall and encourages spontaneous verbalization. Songs help students recall vocabulary patterns rhythmically, while pictures provide context that aids comprehension. According to (Al-Smadi, 2020), young students benefit from concrete, visual and repetitive input to strengthen their language processing and confidence.

Further evidence comes from a study conducted by (Çimen & Çeşme, 2022) which investigated the combined impact of TPR and Communicative Language Teaching (CLT) on young EFL learners. The results showed that this combination significantly reduced speaking anxiety while improving speaking proficiency. The effectiveness of this approach lies in its ability to combine structured language input with meaningful contextual communication. This



mirrors the teaching practices observed in this study, where the integration of movement, role-play and communicative tasks helped children speak more confidently in English.

Finally, the application of Communicative Language Teaching (CLT) principles is seen in how teachers encourage students to use English in meaningful contexts. Instead of focusing solely on accuracy, teachers prioritize fluency and interaction through games, question and answer sessions, and cooperative play. This reflects (Canale & Swain, 1980) theory of communicative competence, which includes grammatical, sociolinguistic, discourse and strategic components. By creating real communication scenarios, the students practiced using English naturally, which significantly increased their confidence.

5. Pedagogical Implications

The results of this study provide some meaningful implications for English language teaching at the primary school level, particularly in developing students' confidence in speaking. The students' consistent positive responses to interactive and engaging strategies such as Total Physical Response (TPR), singing and games suggest that young learners will benefit greatly if language is taught in ways that are emotionally safe, physically engaging and socially supportive (Richards, 2006).

a. Implications for Teachers

First and foremost, teachers are encouraged to adopt methods that prioritize student comfort and emotional engagement over traditional grammar-based teaching. When students feel safe and enthusiastic, their willingness to speak will increase. The research confirms that creating a pleasant and low-anxiety learning environment can significantly lower students' affective filters and increase speaking participation (Krashen, 1982). Therefore, English teachers at the primary school level should routinely integrate movement, visuals and music into their lessons to foster confidence and motivation.

In addition, teachers should also see themselves not only as language teachers, but also as emotional and social facilitators. Based on Vygotsky's Zone of Proximal Development (ZPD), teachers' roles include providing appropriate support with scaffolding tailored to each student's needs. Teachers should be trained to recognize when and how to provide assistance, and when to gradually release responsibility so that students can speak independently. This supports the development of students' speaking skills and independence.

b. Implications for Curriculum Designers and Schools

From an institutional perspective, schools should ensure that the English curriculum for young learners reflects child-centered and communicative principles. Curriculum designers should integrate activities that include games, storytelling, music and movement into the standard learning objectives, especially for speaking skills. In addition, the allocation of instructional time should not only focus on the written forms of English, but balance between reading, writing, listening, and especially speaking through authentic and fun communication.



Schools also need to invest in classroom resources that support these strategies—such as audio-visual equipment, learning songs, flashcards and open spaces for movement activities. In addition, school leaders should provide professional development programs that equip teachers with strategies rooted in Communicative Language Teaching (CLT), TPR and emotion-based learning so that they feel confident in applying these approaches in their daily practice.

In short, the implications of this study go beyond just speaking skills. This research supports the broader movement towards humanist and child-centered education in foreign language teaching. Teachers, schools and policymakers have a role to play in ensuring that English language learning for children is not only effective, but also fun, meaningful and confidence-building.

6. Limitations of the Study

While this study provides valuable insights into strategies for building speaking confidence in English language learners, some limitations must be acknowledged. Firstly, this study was conducted in one classroom with a relatively small sample size of 30 students. As such, the findings may not be fully generalizable to different educational contexts, grade levels or school environments with diverse linguistic or socio-economic backgrounds.

In addition, the data collection relied on qualitative instruments such as teacher observations and interviews, without including quantitative measures such as speaking ability tests or confidence scales. As a result, the analysis is interpretative and based on behavioral indicators and teacher perceptions. Future research is recommended to adopt a mixed-method approach, include a control group, or conduct longitudinal observations to provide a more comprehensive and measurable understanding of the long-term effects of interactive teaching strategies on young students' speaking development.

CONCLUSION AND SUGGESTION

Conclusion

This study aims to explore the factors that influence students' confidence in speaking English from an early age and to identify effective strategies that can be used to build that confidence. Based on observations and interviews with third grade teachers at SDN Palurahan 1, it can be concluded that emotional safety, student motivation and social interaction are key factors in shaping student confidence. Children are more willing to speak up when they feel relaxed, supported and interested in the learning material.

Strategies that proved effective in this study include the use of Total Physical Response (TPR), songs, games, and visual materials such as pictures and videos. These methods help reduce students' speaking anxiety and increase their engagement and confidence. The role of the teacher is also very important, especially in providing emotional scaffolding and creating a supportive classroom environment. The application of theories such as Krashen's Affective Filter, Vygotsky's ZPD, Asher's TPR, and Canale & Swain's CLT further confirms that fun, meaningful, and communicative learning approaches can significantly improve students' confidence in speaking.



Suggestion

Based on the results of this study, some suggestions can be made:

1. For Teachers:

Teachers are encouraged to adopt interactive and fun strategies such as TPR, songs, and games to build students' confidence in speaking English. It is important to create a supportive environment where students feel free to express themselves without fear of making mistakes.

2. For Schools and Curriculum Developers:

The English curriculum for early childhood should be designed to be child-centered and communicative. Schools should also provide appropriate resources such as audio-visual equipment and training opportunities so that teachers can implement these strategies effectively.

3. For Future Researchers:

Future research could expand the sample size or use a mixed methods approach that combines qualitative and quantitative data. In addition, a longitudinal study could provide further insight into the long-term effects of confidence-building strategies in speaking English for young learners.

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