

CHAPTER II

LITERATURE REVIEW

A. Speaking

1. Definition of Speaking

Speaking is one of the main skills in language learning that functions to convey the speaker's ideas, feelings, and intentions to others directly through spoken language. It is the most crucial component of learning a second or foreign language, and proficiency in the language is used to gauge success (Nunan, 1991). These skills not only demand the ability to pronounce words, but also manage language structure, vocabulary, intonation, and non-verbal expressions. In the context of education, speaking is an important part of measuring students' communication skills. Through speaking activities, students not only hone their linguistic competence, but also develop confidence and social skills in interacting in various situations.

Speaking is defined as the active use of language to express meaning, which is often characterized by hesitation, repetition, and the beginning of incorrect utterances in everyday conversation (Ali, 2023). This shows that talking is not a perfect thing, it is a dynamic process that requires a communication strategy to ensure smooth interaction. As a result, speaking can be considered a productive skill that requires constant practice in order for the speaker to express his or her intentions more clearly, precisely, and effectively in a variety of communication contexts.

In addition, speaking can also be seen as a process of communication through verbal interaction which includes the act of making a request to delivering a formal speech (Ghafar & Raheem, 2023). This definition shows that speaking skills have a wide scope, ranging from simple everyday communication to conveying messages in academic and professional forums. Good speaking skills require skills in choosing words, composing sentences, and managing communication styles so that messages are conveyed in accordance with communication goals. Therefore, speaking is the main means of connecting speakers with listeners.

The act of communicating information or expressing ideas and emotions through spoken language is another definition of speaking (Cherry Mae B. Labad, Rosemarie P. Rabena, Stephanie Jane S. Garduce, & Eden Neri, 2024). This perspective emphasizes the function of speaking as a medium of self-expression that prioritizes not only the presentation of facts, but also emotions and personal views. Thus, speaking is not only related to linguistic aspects, but also involves psychological and social aspects. A speaker is required to be able to adapt the content of the message to the communication situation, the background of the listener, and the desired purpose of interaction.

Based on these definitions, it can be concluded that speaking is a complex skill that includes linguistic, psychological, and social aspects. This activity serves as the main means of conveying meanings, ideas, and feelings through oral language. Although it is often characterized by doubt or mistakes, speaking remains a vital ability in human interaction. Therefore, understanding the definition of speaking is very important as a basis for developing the right

learning strategies in improving students' communication skills effectively and continuously.

2. Purpose and Function of Speaking

One of the important skills in language learning is speaking, which helps in the communication process. that routines, which are traditional (and thus predictable) methods of providing information that might either concentrate on information or interaction, can be used to characterise oral encounters (Nunan, 1991). The purpose and function of speaking is not only limited to the ability to convey a message, but also relates to the mastery of broader language skills. In the context of language learning, speaking is a means for students to exercise confidence, improve their interaction skills, and express their ideas clearly. Thus, understanding the purpose and function of speaking will help teachers and students in designing effective learning strategies.

Providing clear and correct information to the listener is the main goal of speaking skills. The information conveyed is expected to be able to teach something or provide new understanding for the audience (Yelnim & Wijaya, 2024). This shows that speaking not only serves as a regular communication tool, but also as an educational medium that can increase listeners' knowledge. In other words, speaking requires precision, clarity, and relevance of the message so that communicative goals can be achieved. Therefore, speaking exercises in class should be directed to form the ability to convey information effectively.

The purpose of speaking is also related to the use and acquisition of language skills. At the skill acquisition stage, students learn about correct grammar, vocabulary, and pronunciation, then

apply them in classroom speaking activities (Aktaş, 2023). This goal shows that speaking is a productive skill that requires repeated practice for students to become accustomed to using linguistic elements in a real context. As a result, speaking can be considered a practical way to improve linguistic skills and increase confidence in using foreign languages in a variety of communication contexts.

In contrast, speaking also helps speakers achieve communicative competence, which means they can convey thoughts, ideas, and feelings well. This function is in line with the view that language is not only a tool for informing, but also a means of self-expression (Eugenio & Raymundo, 2024). Through speaking, a person can communicate his identity, feelings, and views to others. This makes speaking a skill that connects cognitive, affective, and social aspects, so that learners focus not only on the form of language, but also on the meaning and purpose of communication.

Thus, it can be concluded that the purpose and function of speaking are essential for language learning. The goal is to master language skills, improve communication skills, and convey information clearly. Its functions include educational facilities, skill development, and self-expression media. Therefore, speaking skills must be trained on an ongoing basis with an approach that emphasizes linguistic, social, and psychological aspects, so that students can use language effectively both in an academic environment and in everyday life.

3. *Components of Speaking*

One of the important competencies in language learning, especially a second language, is the ability to speak. Another aspect of oral communication is that parties must continually negotiate meaning and generally control the exchange regarding who should say what, to whom, when, and about what (Nunan, 1991). Understanding the components of speech is important for assessing and developing speaking skills. These components serve as the basis for assessment and guidelines for the design of successful learning activities. By knowing the main elements in speaking, teachers and students can focus more on aspects that need to be trained, so that the learning process becomes more directed and the results can improve oral communication skills comprehensively.

One of the important components of speaking is the performance scale which includes fluency, grammatical accuracy, lexicon, and pronunciation (Qiao & Zhao, 2023). These four aspects complement each other in determining the quality of oral communication. Fluency emphasizes the ability to speak without excessive pauses, while grammatical accuracy has to do with the correct use of sentence structure. The right lexicon or vocabulary selection will help convey meaning accurately, and pronunciation determines the extent to which the message can be understood by the listener. Thus, mastery of this component is the key to successful speaking.

Furthermore, fluency and accuracy are considered important components of speaking, as well as exceptional thinking skills, such as critical thinking. This is important in language acquisition because speaking is not just about composing sentences, but also involves the

ability to process information and express it logically (Wang, Rezaei, & Izadpanah, 2024). With critical thinking skills, students are able to connect ideas, provide arguments, and respond appropriately to questions. Therefore, speaking should be seen as a cognitive as well as a linguistic skill that requires thorough practice.

In the context of second language learning, speaking also focuses on aspects of pronunciation feedback, activities that support self-control, and active involvement in interactive learning (Zhang, 2024). Speaking activities that encourage self-control make students more independent in managing their communication process. On the other hand, pronunciation feedback helps students correct pronunciation errors. Active interaction between students and teachers, as well as between students, creates an environment that supports the development of speaking skills. Thus, speaking is not only an individual skill, but also a social and collaborative one.

From the description above, it can be concluded that the components of speaking include fluency, grammatical accuracy, vocabulary, pronunciation, critical thinking, and involvement in learning interactions. Each component has a complementary contribution in forming a complete speaking competence. Understanding and mastering these components will help students to improve the quality of their oral communication. Therefore, speaking learning must be designed holistically to include linguistic, cognitive, and interactive aspects, so as to be able to produce skilled, confident, and communicative learners.

4. *Speaking Fluency*

The success of communication is greatly influenced by speaking skills, one of which is speaking fluency. Fluency in speaking indicates the extent to which a person can convey a message smoothly, efficiently, and can be understood by the listener. In the context of foreign language learning. The degree to which speakers utilise the language rapidly, confidently, and with little hesitations or awkward pauses is known as fluency (Nunan, 1991). This is because fluency reflects not only the ability to master vocabulary and grammar, but also the fluency of thinking and composing speech spontaneously in real communication situations.

Fluency in speaking includes the ability to speak quickly and produce structurally and grammatically accurate speech, according to Luu et al. (2024). The number of these elements indicates how well language learners can use the target language. As a result, fluency in speaking must be practised through activities that encourage spontaneous and natural language use.

Fluency has traditionally been seen as one of the three main components of second language performance, namely complexity, accuracy, and fluency (Lehtilä, Peltonen, & Lintunen, 2024). In a narrow sense, speaking fluency refers more to the speed and efficiency of message delivery, rather than to oral proficiency globally. This view emphasizes that fluency does not necessarily mean perfect speech, but rather the ability to convey a clear intention in a reasonable time. This makes fluency a practical skill that can be measured objectively, for example through the number of words per minute or the length of pauses in a conversation.

Fluency in speaking also includes the ability to communicate naturally and effectively, not just speaking quickly (Aziez, Nita, Istikharoh, & Sotlikova, 2024). This shows that fluent speakers can adjust their intonation, rhythm, and expressions to the context in which they are speaking. Fluency also encompasses social skills such as maintaining the flow of conversation, responding appropriately, and using communication techniques when faced with language limitations. As a result, fluency in speaking can be defined as an integrative skill that integrates pragmatic, cognitive, and linguistic elements.

From this description, it can be concluded that speaking fluency is an important component of speaking skills, which include fluency, accuracy, complexity, speed, and effectiveness of communication. Fluency also means conveying the message in an efficient, precise, and natural way. Therefore, in learning a foreign language, the development of speaking fluency should be the main focus through continuous practice, proper feedback, and real interaction that encourages students to communicate actively and confidently.

5. *Difficulties in Speaking for Young Learners*

many students face difficulties in speaking in a foreign language, especially English, even though speaking is a very important productive skill for language learners, including young learners. This difficulty arises because speaking requires mastery of linguistic and psychological aspects, such as confidence control, anxiety management, and the ability to compose sentences quickly. Therefore, it is important to understand the factors that cause barriers in speaking so that learning strategies can be developed effectively and in accordance with the needs of young learners.

The five main factors that cause difficulties in learning English, according to By and Veng (2024), are anxiety, dislike of the subject, fear of making mistakes, and lack of courage. This shows that difficulties in speaking are not only the result of linguistic limitations; these factors are also affective factors that influence students' desire and engagement. For example, students who are afraid of making mistakes tend to avoid speaking even though they have sufficient vocabulary. Similarly, being timid or feeling uncomfortable in class can significantly hinder their language progress.

Anxiety is also one of the biggest problems for foreign language learners, including young learners. According to Alazeer and Ahmed (2023), anxiety often communicates chaos so that it interferes with fluency in speech. Students who feel anxious tend to lose concentration, have difficulty finding the right words, and even stop speaking abruptly. This suggests that anxiety is not only an emotional problem, but also has a direct impact on linguistic performance. Therefore, teachers need to provide a comfortable classroom atmosphere so that anxiety can be minimized and students feel more free to express themselves through spoken language.

In other words, Yan (2024) emphasises that many students exhibit high levels of anxiety when in foreign language classes. This anxiety significantly impacts students' learning outcomes and the development of their speaking skills. If anxiety is not addressed, students will find it difficult to actively participate in speaking activities and ultimately have difficulty improving their fluency and accuracy in speaking. As a result, speaking difficulties should not be ignored but should be a primary concern in language learning. Using

learning strategies that support positive interactions can help reduce the effects of anxiety.

Based on the above, it can be concluded that affective factors such as anxiety, dislike of class, fear of making mistakes, and lack of courage are the main causes of speaking difficulties for young students. These factors greatly affect students' activity and achievement in developing speaking skills. Therefore, to reduce these challenges, teachers must make learning interactive, interesting, and supportive of students' confidence. Consequently, young students can optimally improve their speaking abilities.

B. Vocabulary

1. Definition of Vocabulary

Vocabulary is one of the fundamental aspects of language learning that serves as the basis for communication. Vocabulary was the easiest aspect of a second language to learn (Nunan, 1991). Without adequate vocabulary mastery, a person will have difficulty understanding and expressing messages effectively. In the context of acquiring a second language or a foreign language, vocabulary is often considered the main key that determines the success of language skills. Vocabulary includes not only knowledge of the meaning of words, but also their use in various communication situations. Therefore, understanding the definition of vocabulary is essential to see its role in supporting the mastery of language skills as a whole.

Vocabulary plays a fundamental role in the acquisition of a second language (SLA) as well as a foreign language. Vocabulary breadth relates to the number of words understood by language learners, while vocabulary depth involves understanding the paradigmatic and syntactic relationships of a word to another, as well

as its use in the appropriate context (Sun, Chen, & Zhu, 2023). In other words, vocabulary mastery is measured not only by how many words are known, but also by the extent to which learners are able to understand the relationships between words and use them accurately in real-life situations.

In accordance with (Heidari, 2024), deep and broad vocabulary knowledge is an important aspect that plays a central role in the final performance of learners. Vocabulary is simply defined as the total number of words known by learners. The more extensive the vocabulary, the greater the ability of learners to understand texts and convey ideas both orally and in writing. This emphasises that vocabulary is not just a collection of words, but an important asset that determines the quality of language skills.

In order to master vocabulary, learners must understand the meaning of words, but also master other aspects, such as pronunciation, spelling, and how to use them in a communicative context (González-Fernández, 2024). For example, language learners need to know the difference in meaning between words in formal and informal contexts so that the message conveyed is appropriate to the situation. Therefore, vocabulary can be viewed as a multidimensional skill that requires an understanding of phonology, orthography, semantics, and pragmatics. This shows that vocabulary is a complex, interrelated element that supports language skills.

asserts that vocabulary can be understood as a collection or list of words with explanations, definitions, or brief translations of the meaning of words, either as separate lists or as part of a grammar or basic reading book (Zheng, 2024). Furthermore, vocabulary can be defined as knowledge of a word and its meaning. From these various

views, it can be concluded that vocabulary is an in-depth knowledge of words that includes forms, meanings, and uses. Therefore, mastery of vocabulary is the main requirement for learners to be able to communicate effectively in the target language.

2. *Types of Vocabulary*

Vocabulary is an important element in language skills that have different types according to their function and use. Understanding the types of vocabulary is very helpful in language learning, as each type provides an idea of how words are understood and used by learners. By knowing the different types of vocabulary, teachers can develop more appropriate learning strategies, for example distinguishing between reading and listening exercises for receptive vocabulary, as well as speaking and writing exercises for productive vocabulary. This makes vocabulary classification a fundamental aspect in the study of language acquisition.

Based on Tong et al. (2023), vocabulary knowledge is divided into two main categories, namely receptive knowledge and productive knowledge. Receptive knowledge relates to the ability to recognise words when encountering them in reading or listening activities. On the other hand, productive knowledge relates to the ability to use these words in speaking or writing. This classification highlights the difference between simply understanding words and the ability to produce speech or text using those words. Therefore, language learning should include both types of knowledge in a balanced manner.

Apart from this division, vocabulary can also be categorised in more detail into four types, namely active recall (form recall), passive recall (meaning recall), active recognition (form recognition), and

passive recognition (Sun, Chen, & Zhu, 2023). These categories show that vocabulary comprehension has complex dimensions, ranging from remembering word forms and understanding meanings to recognising words in various contexts. This classification also helps researchers and teachers to assess the extent of a learner's vocabulary mastery, both in terms of comprehension and their ability to use it in real communication.

In contrast, Zheng (2024) explains that receptive vocabulary is the type of vocabulary encountered by learners when reading or listening, while productive vocabulary is the knowledge required for speaking and writing. In other words, receptive vocabulary supports comprehension skills, while productive vocabulary supports expression skills. Learners generally have a larger receptive vocabulary than productive vocabulary, because recognising words is easier than using them actively. Therefore, language learning should focus on efforts to balance these two types of vocabulary.

From the different views above, it can be concluded that types of vocabulary include receptive and productive knowledge, and can be further developed into four categories based on memory and recognition functions. Receptive vocabulary supports comprehension through reading and listening, while productive vocabulary supports the ability to express oneself through speaking and writing. Understanding these types of vocabulary provides an important basis for planning more effective language learning, so that students can improve their competence both in understanding and actively using the language.

3. *Aspects of Vocabulary*

Vocabulary is a core element in language skills that is not only understood as a collection of words, but also includes the dimensions of quality and quantity of word knowledge. Activating prior knowledge from a text's subject, getting hints from grammatical structure, sound, and punctuation, and utilising the inherent redundancy of adjacent words are some methods for estimating vocabulary from context (Nunan, 1991). In the study of language acquisition, vocabulary is often differentiated based on breadth and depth of knowledge. Both are important aspects to assess the extent of a language learner's vocabulary ability. An understanding of these aspects helps teachers and researchers in designing more accurate learning strategies and evaluation instruments to measure students' vocabulary skills in academic and daily communication contexts.

In Westby's (2023) view, vocabulary breadth refers to the number of words known by learners, while vocabulary depth relates to the level of understanding of each word. In other words, vocabulary breadth describes how many words are recognised, while vocabulary depth indicates the extent to which learners understand the meaning, usage, semantic relationships, and nuances of those words. For example, a student may know thousands of words, but a shallow understanding makes it difficult for them to use those words appropriately in various contexts. Therefore, these two aspects complement each other in supporting language skills.

Tong, Hasim, and Abdul Halim (2023) explained that the Vocabulary Knowledge Depth Test (DVK) is widely used to examine the depth of learners' vocabulary knowledge. Meanwhile, the reading section of the Test of English as a Foreign Language (TOEFL) is often

used to determine the performance of students' reading comprehension. This shows that the breadth and depth of vocabulary have a direct relationship with reading skills, especially in understanding complex texts. In other words, the ability to read is determined not only by the number of words known, but also by how deeply those words are understood.

In addition, Dosi, Siskou, and Dourou (2023) affirm that vocabulary breadth indicates size, while depth indicates the quality of word knowledge. These qualities include understanding various meanings, semantic associations, collocation, as well as the use of words in appropriate contexts. This emphasizes that vocabulary acquisition is not only a matter of quantity, but also quality that determines the effectiveness of communication. Learners with a good depth of vocabulary will be more flexible in adapting words to communication situations, so that messages can be conveyed more clearly and precisely.

It can be concluded from the above description that vocabulary encompasses breadth, which emphasises the number of words known, and depth, which emphasises the quality of word knowledge. Both are important indicators in assessing a learner's vocabulary skills. The breadth and depth of vocabulary play a significant role in reading, writing, listening, and speaking skills. Therefore, language learning must pay attention to both aspects so that students not only know many words, but are also able to use them appropriately and meaningfully in various communication situations.

4. The Role of Vocabulary in Speaking

Vocabulary has a very important position in speaking skills, as speaking demands not only the ability to articulate but also the skill

in choosing the appropriate words to convey the message. Vocabulary is the most important thing for foreign learners (Nunan, 1991). Without enough vocabulary, language learners will have a hard time expressing ideas fluently, accurately, and clearly. The role of vocabulary in speaking becomes increasingly relevant when it is associated with speech performance indicators such as complexity, accuracy, and fluency. Thus, vocabulary mastery not only supports basic communication, but also affects overall speaking performance, both in academic and everyday contexts.

vocabulary and reading skills affect speech performance (Hayafune, 2023). This is evidenced by the measurement of speech performance through the complexity, accuracy, and fluency (CAF) index, as well as holistic assessment. Complexity has to do with the ability to use more complex language structures, accuracy is related to the accuracy of language use, while fluency refers to the speed and absence of excessive pauses in speech. With adequate vocabulary, learners are better able to achieve a good CAF score, so their speaking skills develop significantly.

In this regard, Guo and East explain that the fluency of speech is greatly influenced by the knowledge of spoken vocabulary stored in a person's mental lexicon (Guo and East, 2024). Fluency is closely related to the speed of processing in accessing and retrieving lexicon from memory while speaking. The more vocabulary one has mastered, the faster the word retrieval process takes place, allowing the speaker to express themselves without being hindered by long pauses. This shows that a strong vocabulary facilitates the thinking process and language production in oral communication.

In addition, learners with greater vocabulary tend to be more proficient in a variety of language skills, including speaking, compared to those with limited vocabulary (Bao and Peng, 2024). A broad vocabulary provides flexibility in structuring sentences, choosing words according to context, and expressing meaning more precisely. Thus, mastery of vocabulary not only increases fluency but also enriches the variety of languages used, so that communication becomes more effective and meaningful.

Based on this description, it can be concluded that vocabulary has a very crucial role in speaking skills. Vocabulary not only affects aspects of complexity, accuracy, and fluency, but is also directly related to the speed of lexical processing in oral communication. Learners with a broader and deeper vocabulary can speak more fluently, accurately, and variedly, thus being able to achieve more effective communication performance. Therefore, language learning should emphasize vocabulary development to support optimal speaking skills.

5. *Teaching Vocabulary for Young Learners*

Teaching vocabulary for young learners has an important role because vocabulary is the main foundation of language skills. Early childhood has different learning characteristics than adults, so the approach to teaching vocabulary must be adapted to their needs. Vocabulary is not only taught as a word list, but also through interactive, creative, and fun activities so that children can understand and use it in a real context. Thus, vocabulary teaching strategies must be able to encourage active involvement of students to build communication skills from an early age.

According to Zubaydova and Qayumova (2023), there are a number of important points that teachers must consider in teaching languages to young learners. These points include the understanding that words alone are not enough, the need to play with language, and the use of language as a means of real communication. In addition, variety in the classroom, the application of routines, encouraging collaboration rather than competition, paying attention to grammatical aspects, and conducting assessments are also factors that support teaching effectiveness. By considering these aspects, teachers can create a conducive and enjoyable learning environment for children.

Sadikova (2023) emphasizes that factors such as methods, strategies, techniques, and teaching materials are highly influential in teaching vocabulary for young learners. Teachers need to choose methods that are appropriate to the child's level of cognitive development and characteristics, such as the use of pictures, songs, games, or group activities. Interactive and creative strategies will help children more easily understand and remember new vocabulary. Therefore, teachers are not only in charge of delivering material, but also being facilitators who are able to create meaningful learning.

Palimbunga, Buli, and Lestari (2024) added that mastering a variety of vocabulary significantly improves speaking, writing, and reading skills. Teaching vocabulary is not just a memorization activity, but also includes recognizing words, understanding how to remember them, correct pronunciation, and using words correctly in sentences. With this approach, vocabulary learning can help children internalize new words so that they are able to use them actively and

communicatively. This process also encourages the development of overall language skills.

Overall, it can be concluded that vocabulary teaching for children must be carried out using an approach that is appropriate to the characteristics of children. Teachers need to consider pedagogical aspects, choose appropriate methods and strategies, and teach vocabulary contextually so that children can use it in real communication. Good vocabulary mastery not only supports speaking skills, but also fosters children's writing and reading skills. Therefore, vocabulary teaching is an integral part of language learning for young learners.

C. Local Language Use

1. Definition of Regional Language Use

The use of local languages refers to the practice of using the local language or native language of a community in daily communication, education, and cultural expression. Local languages reflect a linguistic identity that connects individuals to their social and cultural roots. In sociolinguistic studies, local languages are often seen as symbols of membership and identity of a particular group. The importance of understanding the use of local languages lies not only in the communication aspect, but also in how language reflects cultural values, traditions, and social cohesion. Therefore, the study of local language use provides insight into linguistic diversity and social interaction in multilingual contexts.

Swann's sociolinguistic theory states that linguistic differences exist between groups that are divided by social factors such as socioeconomic class, gender, education, ethnicity, religion, and status. This variety of languages shapes the way individuals identify

themselves and are categorized in society (Islam, Hasan, Ramalingam, & Hoque, 2024). The use of local languages is not only a means of communication, but also a marker of social identity. Compliance with language rules within a particular group reinforces a sense of belonging and distinguishes its members from other groups. Thus, local languages serve as a means of expression of social relations and the maintenance of cultural structure in a multilingual society.

In line with that, Doreleijers (2023) explains that the use of local dialects combined with other local semiotic signs still has an important meaning even in the era of globalization. Despite concerns over the loss of dialects, regional languages are still a powerful means of expressing one's origins and identity. The integration of dialect elements in communication allows the speaker to show authenticity and cultural attachment. This proves that local languages are not extinct, but rather adapt to the times while maintaining their symbolic role as markers of cultural identity and sustainability.

From a cognitive and developmental perspective, Ezepue et al. (2023) state that local languages—often referred to as mother tongues—have an important role in intellectual development and the formation of a person's perspective on the world. This language is the basis for cognitive growth, cultural understanding, and socialization processes. Through local languages, individuals build a perception of the environment and internalize social values. In addition, language and culture work together to form thinking abilities and emotional intelligence. Therefore, the use of local languages in education and daily life supports the preservation of culture and the development of human potential as a whole.

Overall, the use of local languages not only reflects linguistic variations, but also contains meanings of identity, culture, and cognitive aspects. The views of Swann (Islam et al., 2024), Doreleijers (2023), and Ezepue et al. (2023) show that local languages play an important role in social categorization, identity formation, and intellectual development. Understanding the function of local languages in communities provides valuable insights into human communication and cultural preservation. Thus, in the context of English language learning, the integration of local languages can be a bridge of cultural understanding as well as increase students' confidence and engagement in a multilingual environment.

2. Theoretical Perspectives on Regional Languages in Language Learning

In the context of language learning, the approach to the use of local languages has evolved towards the translanguaging paradigm, which is the practice of using the entire linguistic repertoire of individuals to communicate and learn. In the case of mother tongue accents, it is actually very difficult for foreign language speakers to get rid of them (Ur, 2009). This concept challenges the traditional view that separates the mother tongue from the target language, by emphasizing the natural integration of the two in the learning process. This approach highlights the importance of social, cultural, and power roles in a multilingual classroom environment. Therefore, the theoretical understanding of local languages in language learning focuses not only on linguistic structures, but also on aspects of identity, inclusivity, and educational equity.

According to Mendoza (2023), in studying translanguaging, it is important to understand the power dynamics that arise in the classroom. Some learners have a dominant position because of their proficiency in a language that is more socially valued or because of their more "standard" speaking style. In addition, familiarity with academic literacy and translanguaging forms that are considered more "legitimate" often reinforce linguistic inequalities in the classroom. Therefore, this theoretical perspective emphasizes the need to create an equitable environment, where any form of use of the local language is considered valuable and contributes to learning.

In Parra's (2023) view, translanguaging pedagogy functions as an approach to educational equality by utilizing the entire communicative repertoire of multilingual learners including mother tongue, non-standard variety, and gestures. This strategy allows students to use all of their linguistic resources in an integrated manner to understand and express meaning. Thus, local languages are not only a communication tool, but a key component in creating active participation, building confidence, and strengthening the relevance of learning. This approach shows how the integration of local languages can expand access to meaningful learning for all learners.

Almashour's (2024) findings expand this perspective by showing that translanguaging helps Jordanian students manage their dual identities in a multicultural academic environment. This approach allows them to balance the academic demands of speaking English and cultural attachment to their local language. Interestingly, previous research has focused heavily on young learners or community contexts, while Almashour has highlighted the dimensions of identity and social adaptation at the university level.

Thus, this theory asserts that the use of local languages in learning not only supports linguistic cognition, but also the development of learners' social and cultural identities.

On the whole, theories about the use of local languages in language learning emphasise the importance of translanguaging as a framework that promotes inclusivity, equity and identity formation. Mendoza's (2023), Parra's (2023), and Almashour's (2024) views together show that local languages play a transformative role in connecting social, academic, and cultural dimensions in multilingual classrooms. By using local languages strategically, teachers can create a learning environment that respects linguistic diversity, reduces language anxiety, and strengthens student involvement in the process of learning a foreign language holistically.

3. The Role of Regional Languages in Foreign Language Classes (EFL)

Local languages play an important role in learning English as a Foreign Language (EFL), especially in creating a bridge between the student's native language and the target language. Several languages should be taught in a class to make learning easier (Ur, 2009). The use of local languages in EFL classes allows students to understand linguistic and cultural concepts more deeply. Thus, local languages serve not only as a means of communication, but also as pedagogical strategies that support second language learning. Through the integration of local languages, teachers can lower linguistic barriers, increase student confidence, and create an inclusive and interactive learning environment for students from diverse backgrounds.

In the words of Huang and Chalmers (2023), the pedagogical translanguaging approach has proven effective in the context of

English as a foreign language (EFL) classrooms. This approach enables students to use their local language interchangeably with the target language to enhance comprehension. In practice, translanguaging is most often used to teach reading and writing skills, as it provides flexibility in accessing meaning and building new concepts. The use of local language here serves as a tool to connect the learning experience with students' real lives, enrich the understanding of the text, and enhance critical thinking skills through the process of reflection in two languages.

Furthermore, translanguaging is seen as a natural and high-value pedagogical strategy in EFL classes (Ulum, 2024). This approach helps reduce the language anxiety that students often experience when learning a foreign language. Additionally, translanguaging promotes inclusivity and encourages active participation, especially for students who feel more comfortable expressing themselves using their local language. By creating a safe space to use their native language, teachers can foster students' confidence and facilitate more meaningful interactions between learners, their language, and cultural contexts.

one of the most commonly used translanguaging strategies is multimodality, which is an approach that combines various sensory and technological elements to support understanding (Elshafie, 2024). In the context of EFL, the use of multimodalities such as images, videos, gestures, and digital media combined with local languages helps students build a more comprehensive meaning. This approach expands the scope of language learning by involving visual, auditory, and kinesthetic experiences. Thus, the integration of local languages in a multimodal strategy not only strengthens the understanding of

concepts, but also increases students' learning motivation in EFL classrooms.

Overall, the integration of local languages in EFL learning through a translanguaging approach provides great benefits in improving student understanding, participation, and confidence. local languages act as pedagogical bridges that connect students to the target language naturally (Huang & Chalmers, 2023, Ulum, 2024, and Elshafie, 2024). By implementing this strategy, teachers can create a more inclusive and contextual learning environment, where the use of local languages is not considered a barrier, but rather a linguistic resource that enriches the English learning process in the EFL classroom.

4. Benefits and Challenges of Using Regional Languages in English Teaching

The use of local languages or first languages (B1) in the teaching of English as a foreign language (EFL) is an important topic in the study of applied linguistics. On the one hand, the use of B1 helps students understand complex material, builds confidence, and facilitates the transition to the target language. There are many issues with classroom teaching, but the most effective solution is to try a combination of compulsory and optional strategies in the classroom (Ur, 2009). However, on the other hand, overuse can inhibit exposure to English (B2) naturally. Therefore, understanding the benefits and challenges of using local languages in English teaching is necessary to create a balanced and effective pedagogical strategy in a multilingual classroom environment.

the use of B1 in the learning planning stage can result in significant improvements in syntactic complexity, accuracy, and student speaking fluency compared to the use of B2 (Liu and Yeung, 2023). Although the difference in lexical diversity was not significant, the positive effects of B1 were evident, especially for students with low proficiency levels. This suggests that local languages serve as cognitive support tools that help students process information more effectively before they use it in English. Thus, the use of B1 can strengthen the basis of thinking and facilitate the production of a second language naturally.

In the opinion, teachers often maintain a neutral stance towards the use of B1 in English language classes or even consider it an essential element in certain teaching practices (Khelalfa and Kellil, 2023). They argue that B1 can be used to explain difficult linguistic concepts, clarify meaning, and maintain students' emotional comfort. Interestingly, the results of the study showed that factors such as education level, gender, and teaching experience did not have a significant effect on teachers' views. These findings confirm that the pedagogical function of B1 does not depend on external contexts, but rather on the need for communication and understanding in the classroom.

In addition, introduced a translanguaging-based theoretical and instructional approach, which uses the entire linguistic repertoire of learners as learning resources (Kim and Weng, 2022). This approach not only improves English language competence, but also strengthens students' linguistic identity and social connectedness. By strategically combining local languages and target languages, translanguaging creates an inclusive learning space, where students are free to express

ideas using the language they are fluent in. Therefore, the use of local languages in teaching is not considered a weakness, but as a pedagogical force that enriches the learning process.

the use of local languages in English teaching has great benefits in improving students' comprehension, speaking accuracy, and confidence. However, the main challenge is to maintain a balance so that exposure to English remains optimal. the effectiveness of B1 use depends on the pedagogical context and teachers' strategies in managing it (Liu and Yeung , 2023), Khelalfa and Kellil, 2023, and Kim and Weng, 2022). Therefore, teachers need to make selective and functional use of local languages, in order to create a learning environment that supports the development of bilingual competence and effective communication.

5. Previous Studies on the Use of Regional Languages in the Context of EFL

Research on the use of local languages in the context of EFL (English as a Foreign Language) has attracted the attention of many researchers because of its role in supporting the second language learning process. As they become older, children may actually become more proficient language learners, especially in structured teacher-mediated learning environments (Ur, 2009). The translanguaging approach is often associated with the use of local languages as a bridge to a deeper understanding of the target language. This concept allows students to use their entire linguistic repertoire in learning, making learning more contextual and meaningful. Recent studies have shown that translanguaging not only increases student engagement, but also contributes to improving their cognitive and affective abilities in the process of learning a foreign language.

pedagogical translanguaging can be beneficial in language teaching, particularly in specific contexts where students have diverse linguistic backgrounds (Huang and Chalmers, 2023). However, they emphasise that the methodological quality of research on translanguaging remains relatively low, making it difficult to draw strong causal conclusions about its effectiveness. Nonetheless, their findings suggest that the translanguaging approach has great potential to optimize classroom interaction and increase students' confidence in using English. Thus, this research opens up space for further exploration of how local languages can be used effectively in EFL learning.

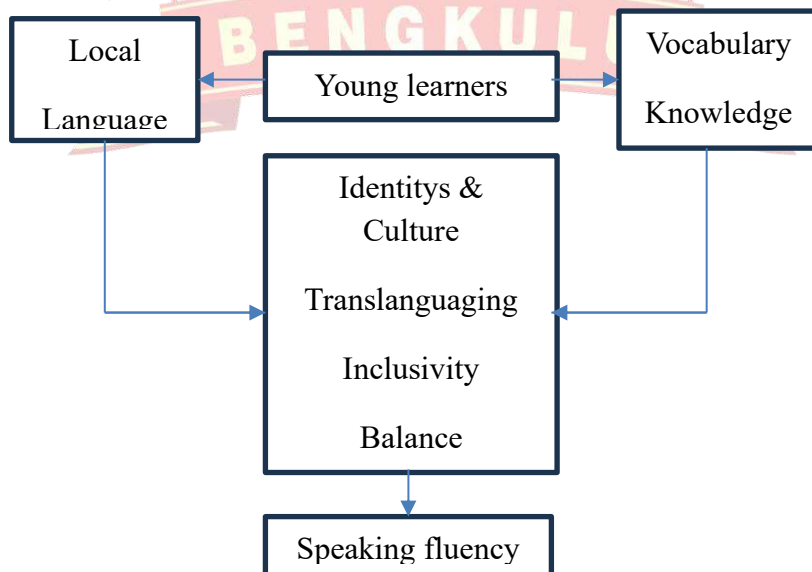
Research found that the practice of translanguaging has a positive impact on students' understanding and engagement in learning, especially in the context of science learning (Kim 2024). Through the use of local languages, students can more easily access lesson content and connect knowledge gained in school with experiences at home. However, Kim also noted that students' attitudes towards translanguaging still vary due to the lack of institutional support as well as the dominant language ideology in society. These factors affect the acceptance and effectiveness of translanguaging in the classroom, highlighting the need for more inclusive education policies towards the use of local languages.

the importance of integrating local languages in EFL learning through teaching material development innovations (Deng and Wang, 2023). They propose solutions based on the optimization of the learning community, the selection of relevant materials, and the incorporation of ideological and political elements to improve the effectiveness of language learning. Their study emphasizes that the

use of local languages not only supports linguistic understanding, but also strengthens students' critical awareness of social and cultural contexts. With a multidimensional approach, translanguaging can serve as a pedagogical tool that not only improves language skills, but also shapes a global way of thinking rooted in local identity.

It can be inferred that the use of local language through a translanguaging approach contributes significantly to the context of learning English as a foreign language (EFL). Although methodological and ideological challenges remain, empirical evidence indicates that the integration of local language can enhance students' comprehension, engagement, and confidence. In addition, the use of local languages encourages stronger connections between language, culture, and identity. Therefore, this research is an important foundation to understand how the application of local languages can be optimized in improving English proficiency in EFL classrooms effectively and contextually.

D. Conceptual Framework



The conceptual framework presented above illustrates the relationship between the main variables involved in this study, namely local language use, vocabulary knowledge, young learners, and speaking fluency. This framework serves as a guide for the researcher's line of thinking in understanding how these variables interact and contribute to the development of students' speaking ability.

Young learners are positioned as the central context of this study, as their characteristics significantly influence the language learning process. At this stage, learners are still developing cognitively and linguistically, making them highly dependent on supportive learning strategies. Therefore, the use of appropriate approaches, such as incorporating local language and developing vocabulary knowledge, becomes essential in facilitating their learning.

Local language use plays an important role as a mediating tool in the learning process. It helps learners bridge their first language and the target language, making it easier for them to understand instructions, concepts, and classroom interactions. Through practices such as translanguaging, learners are able to connect their prior knowledge with new linguistic input, which supports inclusivity and increases participation in the classroom.

On the other hand, vocabulary knowledge is a fundamental component in language learning, particularly in speaking. It provides learners with the necessary linguistic resources to express ideas, convey meaning, and engage in communication. A limited vocabulary often becomes a major barrier for learners, while a richer vocabulary enhances their ability to speak more effectively and confidently.

Both local language use and vocabulary knowledge contribute to the internal learning process, which is reflected in aspects such as identities and culture, translanguageing, inclusivity, balance, participation, receptive skills, and depth of understanding. These elements represent the dynamic processes that occur within learners as they engage with the language.

Finally, these interconnected variables lead to the development of speaking fluency as the outcome of the study. Speaking fluency refers to the ability to communicate smoothly, confidently, and effectively in spoken language. The framework suggests that when local language use is appropriately integrated and vocabulary knowledge is adequately developed, it will positively influence learners' speaking fluency.

E. Some Related Previous Studies

Research on the relationship between vocabulary knowledge and speaking fluency is an important concern in English language teaching, especially in young learners. Vocabulary can be defined, roughly, as the words we teach in the foreign language (Ur, 2009), while speaking fluency reflects students' ability to use language in a real and fluent manner. The two are closely intertwined because the more vocabulary they master, the more likely students are to express ideas smoothly and precisely. Therefore, a review of previous research highlighting the vocabulary, fluency, speaking components, and challenges of young learners provides a theoretical basis for this study.

Several previous studies have shown the importance of vocabulary in supporting speech skills. Tazeen, Aman, and Asif (2023) emphasize the need for mastery of at least 2,000 words in order for students to achieve IELTS band scores of 5 or higher. Labad et al. (2024) added that motivation, pronunciation, and grammar are also determining factors for

verbal skills other than vocabulary. Research by Suleimenova et al. (2024) found that vocabulary size affects fluency in speech through the practice of retelling texts. Furthermore, Li et al. (2024) prove the role of vocabulary in all language skills, while Bao and Peng (2024) assert that learners with large vocabulary show better communication performance.

Speaking fluency is often considered a key indicator of successful communication in a second language. Li and Zhang (2023) explain that accuracy and fluency are important performance measures. Rodríguez-Fuentes and Calle-Díaz (2023) define fluency as the ability to speak fluently, quickly, and without excessive effort. Research by Wang, Rezaei, and Izadpanah (2024) confirms the correlation between emotional intelligence and fluency in speech, because controlling emotions makes students more confident. Soori and Zamani (2024) found an increase in fluency after explicit communication strategy instruction, while Pituxcoosuvann et al. (2025) highlighted the challenges of fluency development due to the lack of opportunities for authentic conversation.

Speaking ability depends not only on vocabulary and fluency, but also on other components that support each other. Muñoz-Alcón et al. (2023) emphasize the need to test accuracy in pronunciation, grammar, and language mechanical skills. Chou (2024) classifies communicative competence into three main dimensions, namely language knowledge, core speaking skills, and communication strategies. Gong (2023) shows that intonation, grammar, and vocabulary are important features in oral performance. Meanwhile, Olkkonen et al. (2024) highlight the role of lexical processing speed on fluency. Hayafune (2023) added the need for rubric-based measurement to assess content consistency, accuracy, and fluency in speech.

Research on vocabulary in children highlights the complexity between the breadth of receptive, expressive, and depth of word knowledge. Pan et al. (2023) state that all three aspects of vocabulary are correlated with each other, but play different roles on reading skills. Leng et al. (2025) examined the influence of family factors, finding that rural children have lower vocabulary than urban children. Roch, Dicataldo, and Levorato (2023) emphasize the role of L1 and L2 vocabulary in listening narrative understanding. Jang and Leech (2023) reveal the tendency of children to acquire words that are semantically related to the previous word. In addition, Gatt et al. (2023) show the role of caregivers in supporting children's early vocabulary development.

In addition to linguistic factors, barriers to learning to speak are also a major concern. Riad et al. (2023) highlight the impact of language limitations on children's behavior, learning, and long-term well-being. Eriksson and Myrberg (2023) found that children with special needs showed lower performance in word production and grammar. Kan, Yim, and Brennan (2024) report that bilingual children face difficulty picking up target words due to language competition. Voniati et al. (2023) studied children with speech, language, and communication disorders, finding the need for intensive support so that children can manage functional language. This confirms that speech barriers at an early age require special attention.

Although many studies highlight the role of vocabulary on speaking ability, most studies focus on general contexts, such as EFL students or learners at the high school and college levels. Research on the relationship between vocabulary and speaking fluency is still rarely conducted on young learners, especially children studying in non-formal course institutions. In addition, the majority of previous studies only

measured one aspect of vocabulary, such as word breadth, without examining in depth how vocabulary depth contributes to fluency. This shows the need for studies that highlight both aspects of vocabulary in relation to speaking fluency.

On the other hand, research on children's speech impediments tends to emphasize external factors, such as family background, language disorders, or bilingual contexts, while the relationship between vocabulary and fluency factors has not been extensively explored. In fact, these two aspects are very important in fostering communicative competence from an early age. In addition, there is still a lack of research that uses the case study approach to explore in depth students' real experiences in developing vocabulary and fluency in speaking. Therefore, there is a significant research gap to connect vocabulary theory, fluency, and speaking constraints in the context of young learners in course institutions.

Based on this analysis, this study has a gap because it examines the relationship between vocabulary knowledge and speaking fluency in young learners in the context of non-formal language courses, namely LKP Ambassador Bengkulu. The study not only examined the breadth of vocabulary, but also highlighted its implications for speaking fluency in real communication situations. The case study approach allows researchers to explore both linguistic and non-linguistic factors that affect student performance in depth. Thus, this research is expected to make a theoretical contribution to the language teaching literature and offer practical insights for teachers in improving children's vocabulary and speaking fluency.