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The Strategies of EFL Teacher in Teaching Speaking at English Course

in Kampung Inggris Pare, Kediri, Indonesia

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ABSTRACT

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The objective of the study is to explore strategies of EFL teacher in teaching speaking in Kampung
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Inggris Pare (KIP), Kediri, Indonesia and to investigate opinion of the students about the strategies
applied by teacher. Kampung Inggris Pare Indonesia is a favorite and recommended place for learning
English, especially speaking skill as it provides an English language-rich environment and enjoyable
learning. This study employed qualitative approach using case study method. 5
It was conducted at
Global English (GE) Course in KIP. The participants in this study were a teacher who taught speaking
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1 course and 10 students. The data were collected through class observation and interview. The data
were analyzed descriptively and triangulated. The results showed that teacher applied seven teaching
strategies; dialog (conversation), oral presentation, discussion, debate, game, brain storming activity
and cooperative learning. From the interview, students perceived that the teaching strategies
undertaken by teacher could improve their vocabulary, grammar and pronunciation. Their knowledge,
way of thinking, critical thinking, insight, self-confidence, collaborative skill and sense of respect

others were developed. This study contributes to provide a reference to create varied and creative strategies in teaching speaking skill.

Keywords: *EFL Teacher; Teaching Strategies; Speaking Skill; Kampung Inggris; Global English Course*

Introduction

Studying English at all levels of education always involves four skills. ¹ One of the basic language skills that are not easy to master is speaking skill, because learners need a lot of time to practice intensively. Most of students study English with a communicative purpose, because ³ speaking skill is very important to communicate internationally. ³ In addition, speaking skill is a main skill, because it is a good way to communicate, convey idea, message, opinion, information, expresses feeling to others, express desires and to interact (Yulia & Aprilita, 2017). Therefore, ¹ speaking is one of the important skills that should be mastered by students in order to communicate in English fluently and clearly.

To improve English speaking skill, students generally learn in formal, informal and non-formal institution. Basically, the three kinds of education are complementary to each other. But in fact, students in formal education cannot develop their speaking skill maximally because learning English in formal education has limited time to practice speaking, besides the teacher more focus in teaching grammar (Mustafa, 2001).

Another problem shows that there are still many obstacles in teaching English in Indonesia. Most of the teachers still have low qualification, difficult to express ideas in English because of limited grammar mastery (Marcellino, 2008). In addition, the teacher uses a monotonous learning strategy, so that ⁷⁰ students are not motivated to speak English, both with the teacher and other students. Vikers (2019) also revealed the same thing regarding the low qualification of ⁵ Indonesian EFL

teachers related to communicative competence. His research finding explains that 600 Indonesian EFL teachers have low English proficiency as a result of their Test of English for International Communication (ToEIC).

On the other hand, the lack of vocabulary, pronunciation and grammar mastery also becomes an obstacle for students to express ideas when they speak (Suryanto, 2014). Some researches explain that most of students' characteristics in Indonesia are passive, quiet and shy (Exley, 2005). This condition is confirmed by Tutyandari (2005) who states that students tend to be silent because they lack of self-confidence, lack of knowledge about the topic being discussed and because of the poor teacher-student relationship. This condition is caused by intensive teacher-centered teaching activities. Students tend to memorize and take note the lesson written by the teacher on the whiteboard (Lengkanawati, 2004). These conditions will have an impact toward the low quality of their English mastery, especially in speaking skill.

In short, the problems faced in learning English are very complex. Therefore, teachers are expected to be able to design innovative classroom activities, be able to provide opportunities for students to practice speaking English intensively and be able to analyze the factors that can support the effectiveness of teaching speaking.

Teaching strategy is one of factors can support the effectiveness of teaching speaking skill. Teachers are also expected to be able to select the teaching strategies according to the students' need and level of understanding. The teaching strategy is very important because it can determine the success of the teacher in achieving learning goals (Maulidar & Gani & Samad, 2019). This was confirmed by Wu (2008), he explained in his research findings that EFL students who had higher abilities used learning strategies more often than students who had lower English skill, especially cognitive, meta-cognitive and social strategies. Reiser and Dick (1996) also expressed their opinion

¹ that teachers can use various teaching strategies to achieve learning goals. These statements indicate ⁶⁴ that teachers must be able to motivate students to speak English communicatively by using varied teaching speaking strategies according to student's need and understanding.

⁵ Kampung Inggris Pare (KIP) is one of the favorite places to improve English speaking skill for students, located in Pelem and Tulungrejo Villages, Pare District, Kediri Regency, East Java, Indonesia. KIP was founded in 1976 by Mohammad Kalend. The first institution he founded was Basic English Course (BEC) which is a pioneer of KIP (Azeharie, 2015). Until 2020, there are around 200 course institutions. One of the most popular and recommended courses for improving English speaking skill is the Global English (GE) course institution. GE is a very popular course institution, because besides having a complete speaking program, it is also the only one course institution that had an award as the most innovative course institution in KIP (Nugroho, 2018). Each student can choose a program according to their need and qualification.

Teaching strategies implemented in speaking skill at GE are active, creative and innovative teaching strategies. The teacher implements a variety of learning strategies for each meeting. The strategy applied refers to three main principles, namely fun, effective and efficient, so that it can motivate students to improve their speaking skill by paying attention to every element involved in learning strategies such as methods, materials and media.

Based on this phenomenon, writer is interested in exploring more deeply about the speaking skill teaching strategies used by teacher in the speaking class by conducting study at the GE KIP course institution by identifying speaking teaching strategies through ⁶³ teaching and learning activities by teacher in the classroom from the first to the last of the meeting, including students' opinion ¹ about the teaching strategies used by the teacher.

Materials and Methods

Speaking is the most important language skill, because speaking is needed to interact with each other easily and effectively. Nunan (2003: 48) states that speaking is the productive skill which consists of producing systematic verbal utterances to express meaning. The product of the activity of speaking is verbal utterances in which people usually have communicative purposes by producing it. They may want to give information, to express feelings and ideas, to give commands and suggestion, to agree or complain about something.

In the speaking learning process, there are five important aspects of speaking, namely; pronunciation, intonation, sentence stress, grammar and vocabulary (Alexander L.G., 1984). These aspects of the language must be mastered by learners, so that the goal of learning English in order to be able to convey ideas, experiences and knowledge in using English properly and correctly can be achieved.

The purpose of teaching speaking is to provide learners with the communicative competence, classroom activities seem to be an important component of a language course (Richards & Renandya, 2005). Therefore, teacher is required to be able to provide motivation to students to practice their speaking skill both in the classroom and out of classroom by providing a supportive English environment for students.

To achieve the goals of speaking learning effectively and communicatively, teacher needs creative teaching strategies. Teaching strategy is a generalized plan for a lesson which includes structure, instructional objectives and an outline of planned tactics, necessary to implement the strategies (Stone & Morris, in Issac, 2010). It is also specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information. In short, the choice of teaching strategy is very important because

it determines the success of the teaching process. The strategies used by the teacher are not monotonous, according to the students' need and can motivate students to be more active in speaking.

According to Kayi (2006), there are thirteen strategies to promote speaking. They are discussion, role play, simulation, information gap, brainstorming, storytelling, interview, story completion, reporting, playing cards, picture narrating, picture describing, and find the differences.

To find out the strategies used by teachers at GE course, writer used case study method. Case study is writer explores in depth a program, an event, an activity, a process, or one or more individuals (Creswell, 2009). Qualitative research is used to explore and understand the phenomena that occur in individual or groups to the social problems (Creswell, 2009).

The subject of this study was a teacher in Speaking 1 class and 10 students of GE course KIP. Writer conducted the study activities such as observation and interview. Observation activities were carried out for 10 meetings and 90 minutes for each meeting. Observation is conducted from August 3, 2020 up to August 14, 2020. The writer conducted involved observation by participating in Speaking 1 class. Observation was carried out to find out the teaching strategies implemented by the teacher and interaction between teacher and students in the teaching-learning process. Interview with students were conducted to obtain information about students' opinion on the teaching strategies used by the teacher, while interview with teacher was conducted to obtain deeper information related to teaching strategies implemented in the classroom and to obtain data that cannot be obtained through only observation.

Data were analyzed using the interactive model of data analysis by Miles & Huberman (1994). In analyzing the data the writer used triangulation data that consist of data reduction, data display and conclusion drawing or verification. The data is analyzed by doing the following procedures: (1) find the specific teaching strategies that were used in teacher' classroom (2) classify the types of specific

teaching strategies according to table of observation (3) transcribe the interview to teacher about the strategies implemented in the classroom. (4) transcribe the interview regarding students' opinion toward teaching strategies used by teacher. (5) analyze the transcription of the ² result of interview with teacher and students (6) explain ¹ the conclusion based on the finding of research.

Result and Discussion

The data in this study were the teacher's teaching strategy in the Speaking 1 class which was collected through eleven observations, as well as students' opinion collected from interview with 10 students. Furthermore, the writer classified the findings ¹ related to teacher strategies in teaching speaking skill.

After analyzing ¹ the teaching strategies of speaking skill used by speaking teacher at GE KIP, the writer encountered some findings as presented below.

The result of the study shows that dialog (conversation), presentation, discussion in group, debate, game, brain storming and cooperative activity were employed as teaching strategies of speaking skill at GE course. ¹⁴ It can be seen from this table.

Table 1. Teaching Strategies of Speaking 1 Class at GE KIP Pare, Kediri, Indonesia

	Teaching Strategies	¹⁴ M										F
		1	2	3	4	5	6	7	8	9	10	
1	Dialog (Conversation)	√	√	√	√	√	√	√	√			8
2	Oral Presentation										√	8
3	Discussion			√		√		√				3
4	Debate					√						1

5	Game				√		√		√			3
6	Brain storming	√		√		√		√	√			6
7	Cooperative Learning									√		1

Note: M = meeting

F = frequency

From the table analysis of teaching strategies of Speaking 1 class in GE KIP, the most frequent teaching strategy that was employed is dialog (conversation) and oral presentation (8 times) then followed by brain storming (6 times), discussion and game (3 times), cooperative learning and debate (once).

There were seven findings on the types of teaching strategies of Speaking 1 class at GE that were employed by the teacher. Those strategies were:

Dialog (conversation)

Teacher asks students to have a conversation in pairs to make dialog activity about general topics around the students. Such as; family, hometown, friendship, tourism place, future plans, healthy life style, experience, etc.

Dialog is one of the method based on communicative language teaching which provides “whole-task practice”, allows natural learning, and creates a context which supports learning (Littlewood in Liu, 2010). In this activity, teacher can implemented the transactional dialog and interpersonal dialog to the students because those kinds of dialogs are easy to understand by the students. The teaching strategy through dialog can make students have large number of vocabularies, they are able to speak in the correct grammar and pronunciation with small pauses (Akbar, 2018).

Oral Presentation

Teacher determines the topics that should be presented by all students. The topics presented were viral issue or interesting to discuss, such as; entertainment, health, education, psychology, culture and social problems. Audiences are given the opportunity to ask the presenter about the topic being presented. After the presenter closed the presentation activity, the teacher gave feedback and suggestions on the result.

³¹ Oral presentation is like a formal conversation, speaking to a group as a natural activity (Baker, 2000). ³³ It provides a rewarding and stimulating experience both for teachers in developing skills and for students in training themselves to have confidence presentation in front of the class (King, 2002). In learning activities, students make oral presentation one by one in front of the class about information, knowledge and experiences to the audience. By doing oral presentations students will focus on language improvement most of all. In short, this strategy can motivate students to convey their ideas confidently. Students learn how to share ideas about issue, respect different opinions and train the courage to speak in front of audience. So, this strategy will foster their speaking confidence in front of audience (Miles, 2009)

Discussion

The teacher divides students into groups to discuss a topic or issue. In this activity each student must express their opinion, question, reason, share the best ideas, critics, respond and conclude the results of the discussion. The teacher becomes facilitator, commentator, evaluates discussion activities and expresses their opinions and experiences on the topics being discussed.

¹⁹ Total discussion process ideally is a cooperative effort on the part of a number of individuals to work together as a group, through the exchange of thought orally, toward some group objectives (Hoover, 1997). In addition, discussion is one of the strategies to avoid students' boredom in learning

English, as well as improve students' speaking skill. Teacher should provide appropriate topic based on students' understanding and motivate students to speak fearlessly and lead discussions in a fun way. This activity can make students learn how to say politely to other people when their idea is different from the others. This activity also teaches students to talk about something spontaneously. However, students that had presented their topic, have to ask question, give their ideas or check for clarification. It enabled the learners to think critically and boost not only their confidence but also fluency in the target language (Pauliková, 2018).

Debate

The teacher divides the students into two debate groups, namely the pro and contra groups. The issue that is being debated is "Government will stop the production of cigarette". Then the teacher gives the opportunity to each group to present their argument in one minute. Furthermore, each group must be able to defend its opinion and deny the opinions of other groups in turn. The teacher writes down the ideas that are debated. At the end of the activity, the teacher provides feedback and views on the topic being debated.

Debate is a speaking situation in which opposite points of view are presented and argued (Dale & Wolf, 2000). Debate is an excellent activity for language learning because it engages students in a variety of cognitive and linguistic ways (Krieger in Richa, 2011). It is provided that meaningful speaking, reading and listening practice, debate is also highly effective for developing argumentation skills for persuasive speech and writing. Alasmari & Ahmed in Richa (2011) claims that debating can be used good to improve up students' speaking in English. The use of debate technique in speaking classes, the learners will first of all drive out students' fear about English language. Moreover, debate strategy will improve their pronunciation, vocabulary and fluency.

Game

The teacher plays a game in the first ten minutes before the students present the topic of presentation. This strategy aims to prevent students from feeling nervous before making presentation and to motivate other students to be more excited to speak English. The games played are guess idiom, guess public figure, final letter, and games using flash cards.

Game means “an activity with rules, a goal and an element of fun” (Hadfield, 1996). Game is admitted can reduce students’ anxiety in speaking English. Game is used for giving intense and passionate involvement in communication to the students so that they can feel enjoyment and pleasure in learning (Mahmoud & Tanni, 2014). Therefore, the teacher must motivate students to speak English by using fun strategies. The game chosen should be a communicative game, so that it can create an active learning environment and can improve the quality of students' communicative competence.

Dewi, Ratna & Kultsum, Umami & Armadi, Ari. (2016) in their research findings state that game is a strategy that can increase student activity in learning, self-confidence, and fluency in speaking skill. In short, it can be explained that game creates a joyful atmosphere and reduces boredom in the learning process.

Brain Storming Activity

In brain storming activity, teacher uses word mapping and mind mapping. In this activity, teacher provides topics or issues those are the subjects of a brainstorming, such as juvenile delinquency, the effects of smart phones for young people, online games, etc. Furthermore, accommodating all student opinions and providing questions to stimulate students who are passive. In this activity students must ask questions, opinions and comments or bring up new problems.

Brain storming is an activity that stimulates students ⁴⁷ to focus on free flow ideas. The purpose of this activity is to generate as many ideas as possible without having to be evaluated first by the teacher. EFL teachers can use brainstorming activities to motivate students to share ideas with one ⁵¹ another about topics, issues, information or questions. Brainstorming helps students find solutions toward problems or issues that occur. By applying brainstorming in speaking learning, students will have many ideas, produce creative solution, new experiences and open-minded because there are no limits to thinking. Brain storming can also help students communicate with each other in positive ways and in a beneficial environment.

The research findings indicate that brainstorming activities using word mapping are commonly used in speaking tasks. Brainstorming contributes to increased motivation, self-confidence, and student participation which shows student observational behavior during class (Unin & Bearing, 2016).

Cooperative Learning

In this activity, teacher divides the students into small group, then, provides a topic in the form of problems that must be solved in group and must be discussed in turn. Furthermore, each vice of group must present the result that had been discussed. Finally, students do reflection with the teacher.

Cooperative learning (CL) is ⁴³ a set of instructional methods through which students are encouraged to work on academic tasks (Namaziandost & Nasri & Rahimi, 2019). CL strategies allow students to learn to work together, be responsible for group, and learn communication skill. The ⁸ role of teachers using the CL method shifts from transmitters of knowledge to mediators of learning (Nasri & Biria, 2017). This role involves facilitating, modeling, and coaching. Teachers adopting this role should maintain a safe, non-threatening, and learner-centered environment. This environment of

teaching will help students contribute positively in the cooperative activities assigned to their group (Ning, 2011).

As a student-centered, CL strategy has many advantages, including motivating and improving students' speaking skill (Namaziandost & Shatelebi & Nasri, 2019). Therefore, in addition to knowing the advantages and importance of the CL strategy, teacher of speaking skill must also master the techniques that will be used in implementing CL strategies.

Students' opinion on teaching strategies

Data obtained from ² the result of interview conducted on 10 students. From the analysis of the interview transcript, ²³ students showed positive and good response to the teaching strategies used by the teacher. According to ¹ the result of the analysis, the teaching strategies used by the teacher can improve students' vocabulary, improve students' pronunciation and grammatical skill, increase their knowledge, improve the way of thinking and critical thinking, increase the students' insight, increase activity and self-confidence as well as cooperative and respect each other.

Conclusion

¹ Based on the discussion of the research finding, it can be concluded that teaching strategies of speaking skill class in GE course Kampung Inggris Pare, the most frequent teaching strategy that was employed is dialog (conversation) and oral presentation (8 times) then followed by brain storming (6 times), discussion and game (3 times), cooperative learning and debate (once). Furthermore, based on the analysis of the interview transcript, students showed positive and good responses to the ²³ teaching strategies used by the teacher. According to ¹ the result of the analysis, the teaching strategies used by the teacher can improve students' vocabulary, improve students' pronunciation and grammatical skill, increase their knowledge, improve the way of thinking and critical thinking,

increase the students' insight, increase activity and self-confidence as well as cooperative and respect each other.

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