TEACHERS' STRATEGIES IN TEACHING SPEAKING AT ENGLISH COURSES AS A FOREIGN LANGUAGE IN KAMPUNG INGGRIS

Ahmad Latif Mahruf[1]*, **Diniyati Kesuma Sari[2]**
[1]*Universitas Islam Malang, Malang, Indonesia*
[2]*Universitas Negeri Padang, Padang, Indonesia*
*ahmadlatifmahruf90@gmail.com

Abstract

A successful learning process is determined by teaching strategies that are used by teachers. The strategies will affect the learning output of students. Many graduated students claim that they need more experience to study English. One alternative way to improve their ability is to join an English Course in Pare East Java-"Kampung Inggris". The aim is to investigate how teaching speaking is done and what the strategies used to make and help students to speak in fun ways. The focus of this research is to expose the uniqueness of those strategies. It belongs to ethnography research using observation, interview, and documentary. The populations are from four English courses that were elected by purposive sampling. The result shows that the most often teaching speaking strategies are pronunciation class, grammar for speaking, academic speaking, impromptu and public speaking.

Keywords: Teaching strategies, teaching speaking, English course

INTRODUCTION

The English language has long been regarded as a globally active universal language (Jenkins, 2015). People who learn the English language regard it as a personal skill. As a result, many people nowadays, particularly students, should be able to communicate in English. The ability to communicate in English is a valuable asset for students. Students can enhance both their academic and personal skills by studying the language. Once the pupils understand it, they will be well-accepted by society. English is the most extensively used language in the world for communication. On the globe, it is an international language. As a result, it is critical that individuals learn it. English is a foreign language in Indonesia, in particular. It is the most well-known foreign language, and it is taught from elementary school through university. Students are required to absorb and stay up with the growth of science, technology, and art through

studying English. Nowadays, people are more aware of the importance of English. It is useful and extremely needed in social life. Many aspects such as digital information from the internet, social media, electronic books or digital news mostly exist in English (Supriyanti, 2012). This also brings them to improve their English communication skills. Other triggers, in early 2017 Indonesian government has opened three scholarships to facilitate young generation to have better education which is to increase an excellent quality of humanity resource. This event is successful to call scholarship hunters, most of them students who have graduated from senior high school to undergraduate program. Furthermore, this is also reinforced by the encouragement of parents who want their children to have a big opportunity to study abroad. Unfortunately, most of these students have some problems in English communication which is one of the requirements to submit their proposal to the scholarship. For example, LPDP requires the participant to have at least TOEFL 550 or IELTS 6.5. The students claim that they need extra time to learn English after school due to the fact that learning English at school has limited time and too many people in one class which also limits their chances to practice English.

Based on all facts above, to solve the problems, *Kampung Inggris* in Pare, Kediri, East Java is one of the solutions. The English community in Pare is a group of people who have the same ideas to learn English with specific Purposes (Nurhayati, 2013). Many of the students come to this village to improve their English skills or even to learn about some tricks to pass the scholarship tests which most of the speaking test is conducted in English. This community has been established since 1977 and lately became more familiar to all Indonesian. Surprisingly, the students also come from Malaysia, Thailand and some African countries. This place is chosen because of some reasons such as that the students believe that this place is a good community to maintain their English since one factor that supports studying English is the environment. It means that they will have many friends to practice their English with and they do not need to be worried about rejection from friends. Furthermore, mutual motivation comes from within themselves and then strengthened by people surrounding them. A good environment will help the students to maintain their motivation together with friends who also have the same aspiration. Yet, the cost of English courses in Pare are reasonable. They will have a possible plan to count the amount of living cost for several months. Last but not least, the students are allowed to choose which class that they want to join based on their purpose. There are more than 230 English courses that currently exist in *Kampung Inggris*.

Nowadays, English has become a compulsory-foreign language subject that must be learnt for Indonesian students. They have already studied English since elementary school or kindergarten if it is possible (Supriyanti, 2012). Most of them stand on the level of understanding what people are talking about and understanding what they are reading. Unfortunately, many of them are still low in communication skill. The problem could be an internal factor or external factor. Both are important to take into account. In the term of teaching strategy, it is one of the factors that will give much contribution to the learning process. Here, it is the crucial of teachers' strategies in teaching speaking. It will be the input for the students to activate their speaking skill. Considering those explanations, this research explains the teaching speaking strategies adopted by the English teachers in Pare.

The nature of speaking
People all across the world utilize language to communicate with one another in their daily activities. Writing and speaking are the two types of language that are utilized in communication.

Speaking, on the other hand, is regarded as the most significant language utilized in daily life. They communicate with one other and maintain a relationship.

Students learning a second language have a lot of difficulty speaking. For example, a lack of language and a fear of speaking up. To be proficient in speaking, individuals must have a large range of vocabulary, understand grammar, and know how to pronounce words using the phonetic transcription of the word as a trustworthy reference to how a word should be uttered and repeated. Practice is by far the most effective technique to learn and perfect a language. Speaking is a productive talent in the oral mode (Bashir et al, 2011). It, like the other talents, is more difficult than it appears at first and entails more than simply speaking words.

On the other hand, speaking has a crucial function in the overall appearance of it. There are two sorts of talking that are discourse and monologue. Monologue is held by one individual and utilized to specific feelings or appear thoughts and data for illustration in discourse, news, and telling story. Exchange is held by two individuals or more to associate with the others for case in buy and deal, educating and learning handle in lesson and etc.

Speaking is the ability to communicate effectively in a spoken language. Speaking, according to Harmer (2007), is a skill that merits equal attention to literary skills in both first and second languages. Most people consider mastering the speaking skill to be the most important component of learning a second or foreign language, and success is judged in terms of the capacity to communicate effectively. Brown (2000) claims that being able to speak a language entails being able to carry on a reasonable discourse. Furthermore, he claims that the proof of a capacity to achieve pragmatic goals through an engaged conversation with other language speakers is nearly usually the barometer of effective language acquisition. Speaking entails more than just delivering a word; it also entails conveying a meaning that may be understood by others. This case is comparable with the function of the language as the means of communication and interaction to convey massage orally. As a result, people must be aware of the proper ways to speak. Aside from grammar, people should know how to utilize words in the correct context. Speaking skill in a foreign language requires certain abilities, including correct pronunciation, word stress and intonation, and the expression of ideas systematically. In addition, a language user must be able to speak in any situations and conditions and to use effective communication strategies. For English verbal learners, the right method is the method emphasizing on verbal communication as a medium in language acquisition, a practice of memorizing and habit formation (Howatt, 2006). The more someone practices speaking, the more fluent his/her speaking competence will be. The learning process like this uses a communicative approach which means that learning activity offers chances to the learner to use English freely regardless of the grammar.

Good speakers should speak fluently and accurately. It means they are able to speak without too much hesitation or are smooth and understandable which is correct in choice of words, grammar, and pronunciation. To help students to become good speakers in learning foreign languages, the teaching strategy that is used by the teacher will have a big influence.

Generally, the characteristics of spoken language are quite different from written language. Speaking is an audio-visual activity which needs immediate feedback from an interlocutor (Lier, 1995). People do not have specific time to consider or to plan what they want to say. The

grammar that is used in spoken language usually people only need to master universal grammar. Like what native speakers do in speaking, they do not typically use complex sentences, and they only use specific vocabulary by various pronunciations based on their geographical background (O'Maley, 1996). To understand the context of the situation while speaking, native speakers understand its meaning that is determined by manner and discourse markers (Brown & Yule, 1983). In addition, a tendency of speaking also depends on the age, gender, and dialect of the speaker.

From the aforementioned definitions, it is clear that speaking ability is inextricably linked to communication. Speaking ability may be defined as the ability to correctly utilize language to communicate meanings in order to convey or obtain knowledge and information from others in any setting.

Teaching speaking as a foreign language

Teaching speaking is a difficult task. The teacher should combine several activities into one. They must have a variety of ideas and engaging methods to teach students with a variety of characteristics. In speaking class, the teacher inadvertently teaches four skills at the same time. According to Anjaniputra (2013), many language programs and teaching methodologies place a great priority on the training of speech. In order to acquire a language, it is necessary to teach speaking skills. Students get the opportunity to apply their language skills in their daily lives by communicating. For the teacher, speaking activity serves as an assessment tool to gauge pupil progress. The teacher could, for example, perform the test by reading aloud, holding a pair dialogue, or presenting a narrative.

Hearing, speaking, reading, and writing are the four macro skills most often evaluated and targeted areas in order to properly measure how language learners improve their performance and achieve language learning goals (Khamkhien, 2010). However, speaking appears to be the most significant of the four language abilities as a productive talent. In a speaking class, the teacher should plan what activities will be held so that the class runs well and the aim is met. Speaking, according to Thornbury (2005: 10-11), involves at least three stages: conception, formulation, and articulation. During this time, the speaker is also doing self-monitoring. Because these procedures are automated to some extent, speakers develop fluency.

According to Harmer (2007), there are three main incentives for students to speak up in the classroom. To begin with, speaking activities provide a safe environment for students to practice real-life speaking. Second, speaking activities in which students try to use any or all of the languages they are familiar with give both the teacher and the student's feedback. Everyone can see how well they're doing in terms of both success and linguistic challenges. Finally, the more opportunities students have to use the numerous linguistic elements stored in their brains, the more automatic their use of these elements becomes. Teaching speaking is a crucial aspect of language learning because it allows students to use their language skills in real-life situations, and it allows teachers to assess their students' progress in three skills: reading, listening, and writing.

Teaching speaking strategies

A number of speaking teaching techniques are utilized in the classroom in a range of settings. Speaking may be taught through cooperative activities, role-playing, creative projects, and drill-

ing. Cooperative activities may help with language item negotiation (Nation & Newton, 2009). Role plays are exercises in which students act out various social settings and roles (Harmer, 2007). Tasks in the real world are comparable to those in the creative realm. Students enhance their fluency the greatest, according to Solcova (2011), when they are engaged in tasks that demand them to focus solely on creating something rather than on the language itself. Drilling is a technique for enhancing pronunciation that involves duplicating and repeating words, phrases, and even complete utterances, according to Thornbury (2005). Its goal is to persuade pupils to pay attention to new things and memorize words, phrases, or utterances.

Furthermore, when developing activities to teach speaking, there are numerous variables to consider. To begin, speaking activities must optimize language output in order to establish the best possible conditions for independent language use. Second, the activities should be carried out in scenarios in which students may show interest, comprehension, ask questions, or make comments, a process known as interactivity, and should contain a competitive aspect in which students work to achieve a shared objective (Thornbury, 2005). Finally, teachers think about what kids need, changing from a language-based emphasis on correctness to a message-based emphasis on engagement, meaning, and fluency to encourage students to use real language in meaningful situations (Brown, 2000). Furthermore, relevant settings for each activity are required to relate new information to what pupils have already learned and experienced, allowing for long-term memory retention.

A great teacher should be a wise and smart person to choose which one is the appropriate strategy to be applied in her classroom. There are a lot of approaches and methods available, this will help teachers to have a right choice to implement as well as what their students' needs and possible to do. Cooperative activities, such as role-playing, creative projects, and drilling, are some of the tactics utilized in teaching speaking (Anjaniputra, 2013). Furthermore, there are several common tactics that may be employed in young learners' classrooms, such as songs, poetry, chants, theater, tales, games, and Total Physical Response (TPR) exercises.

According to Brown (2000), there are some activities that students are expected to carry out in speaking activities.
1. Imitative
   It is a style of speech in which the speaker can simply repeat or copy a word, phrase, or even a sentence. A variety of prosodic criteria, such as intonation, rhythm, and so on, as well as lexical and grammatical criteria, might be used. It is traditionally referred to as "pronunciation."
2. Intensive
   The creation of brief lengths of spoken language meant to indicate proficiency in a limited band of grammatical, phrasal, lexical, or phonological connections is an evaluation of contexts.
3. Responsive
   It involves engagement and comprehension, but only on a very basic level, such as greetings, light talk, or brief requests or comments.
4. Interactive
   There are two types of interactions that might occur. They are transactional languages, which are used to trade particular information, and interpersonal languages, which are used to keep social connections going.

5. Extensive (monologue)
Speeches, oral presentations, and narrative telling are all part of it. It's possible that a nonverbal reaction will be highlighted in this situation.

To enhance one's English abilities, one might employ a variety of ways. Learning through textbooks, reading newspapers and periodicals, listening to English music, watching English-language television, and taking English lessons are all examples of such techniques. These are all excellent strategies to enhance your English; but, immersing oneself in an English-speaking environment is one of the most efficient ways to do so.

METHODS
This research was conducted in January 2018 to January 2019. This is an ethnography research which explains the teachers' strategy in teaching English in an English course in Pare. This study used a naturalistic approach to its nature in seeking and finding phenomena in a contextual setting. According to Heigham (2009), this design is used to describe the phenomenon based on real situations. This research will find out the unique strategies or unusual methods of teaching speaking that make them different from some formal schools in Indonesia. Data collection techniques that are used are observation, interview, documentary and diary. According to Gay & Airasian (2012), the instruments that can be used in ethnography are observation, in depth interview, questionnaires, records, and journals.

Population of this research are English teachers in English courses in Pare and the sample of data are taken through purposive sampling which are English teachers who teach at four biggest English courses. These courses are chosen because they focus on teaching speaking. The researcher directly observes the teaching and learning activity by taking some notes or writing diaries. A deep interview was conducted to know the teachers' perspective about the strategies that they employ in teaching speaking.

FINDINGS AND DISCUSSION
Generally, the teaching and learning process in Pare are divided into two periods per month. Every period has at least 10 meetings to go and each meeting takes 90 minutes or more. Some classes have placement tests to generalize their students and some others do not have specific tests. Based on four biggest English courses which focus on teaching speaking. There are some teaching speaking strategies that teachers in Pare offer to their students to activate their oral production.

Based on the observation, interview, and documentation the teaching activities in the classroom can be summarized in the table 1 below.

Table 1. Summary of the Teaching Strategies

No	Teaching strategy	Pronunciation class	Grammar for speaking	Academic speaking	Impromptu class	Public speaking
1	Opening	Learn how to read words based on phonetic symbols	Learn about universal grammar that is usually used in spoken English	Learn how to expand a concept or idea based on theories given	Learn how to expand a concept or idea based on theories given	Teacher shows an example of public speaking based on the theme of the day.

No	Teaching strategy	Pronunciation class	Grammar for speaking	Academic speaking	Impromptu class	Public speaking
2	Teaching process	Drilling to read words, phrases, and sentences or stories in groups	Drilling to deliver a presentation in 3,5,10 minutes	Drilling to answer a random question scientifically.	Drilling to answer a random question based on good rhetoric	Every student gets a chance to deliver their speech in planned and/or unplanned ways.
3	Evaluation	Direct correction is possible by teacher or friends.	The teacher corrects the mistakes after the presentation. Some additional help from friends is necessary.	The teacher corrects the mistakes after the presentation. It could be grammar, choice of words or ideas.	The teacher corrects the mistakes after the presentation. It could be the grammar, choice of words or ideas.	The teacher adds some suggestions toward the ideas.
4	Closing	The teacher emphasizes the learning material, today, and give some text to be read as homework.	The teacher retells the topic and gives some videos for next materials.	The teacher answers the questions from students and gives examples to answer well.	The teacher emphasizes the learning material.	The teacher emphasizes the learning material.

It could be seen from Table 1 that every class has a uniqueness in teaching and learning process. The teaching strategies are emphasized in the student's ability and education background due to the variety of students. It is clear that learning in an English camp in Pare gives students many opportunities to learn, listen, talk and practice with friends or even the teacher.

Pronunciation class

In this class, at the beginning the teacher will teach students to read phonetic symbols. This course believes that, when people want to speak like a native speakers. They have to be able to imitate what the correct pronunciation is. Harmer (2007) states that stressing words and phrases correctly is vital if emphasis is to be given to the important parts of messages and if words are to be understood correctly. In producing a sound, people have to know how to put the tongue correctly. Furthermore, stressing a specific syllable in a word or phrase may lead to different meanings. To understand all of this skill, this course refers to Oxford dictionary and Longman dictionary. These ones have been accepted as international English dictionaries.

For the next day, the teacher will give many opportunities for students to practice their reading phonetic symbols and correcting pronunciation. Drilling method is usually used in this class. Then, practicing to read sentences in terms of single words, daily expressions and stories or if possible make it work in groups as other activities. Everyone has a chance to correct someone else. After class is over, usually, the teachers will give a text to be read. This task will be submitted to chatting via WhatsApp by using sudden record. It is useful to challenge the students and maintain their pronunciation. At the end of class, the teacher will give a test. It is divided into two categories. They are (1) reading a list of words, phrases and sentences, and (2) translating Bahasa Indonesia to English that should be in correct pronunciation.

Grammar for speaking

To pass this class, the students have to pass pronunciation class. The aim of this class is to make the students be aware and be accustomed to their grammar while speaking without too much

thinking and hesitation. This class is available in two levels, the first level is to help students to implement their grammar in speaking and the second level to give students more time to practice. If necessary, the students might not start at level one or in other words they can directly join the second one by following some requirements. Usually, they will be asked to tell the news in one minutes with good pronunciation and five times grammatical error.

In the first level, students will learn about universal grammar that is mostly used while speaking, they are: simple present tense, simple past tense, continuous tense, perfect tense and simple future tense. Some drills like having conversation with a specific theme, acting from script, or unplanned discussion. Everyone will have a chance to correct others by reasonable grammar rules. Someone who has a little mistake will be the top score of the day. For the next stage, the students will practice their Speaking by presenting a topic that they are interested in. They only have two minutes to explain and when they make more than three grammatical errors, the presentation will be stopped. In this level, the one who can speak in five minutes without incorrect grammar will be the winner.

In the last meeting, the students will have time to pass the test which is a presentation in five minutes. People who get more than 20 grammatical errors will have "D" as definition of poor; less than 20 will get "C" as average; less than 15 will get "B" as good; and less than 10 will get "A" as excellent. The whole activities in this class are helpful to make students be aware of grammatical accuracy in speaking.

Academic speaking
The purpose of this class is to make students have good formal oral proficiency. It is adopted from the IELTS speaking test. It requires speaking in a formal way with regard to the choice of words, grammar, pronunciation and manner. To answer such questions like the IELTS test, it seems easy to do. Unfortunately, many of the students failed to pass the test. The main problem is because they lack genuine and brilliant ideas. English is Foreign language in Indonesia, most students only translate their native language to English which sometimes does not make any sense. Yet, this class is created to help the students to solve those problems.

Some requirements that students have to follow are they have to pass the pronunciation and grammar for speaking class. Thus, in this stage they only learn how to build their ideas. The objective is just to make them have good attitudes to the questions by explaining, describing, giving examples or retelling. For example, the question is easy as "what do you do when you have leisure time?" Some tricks that could save them are: give a good opening like defining what leisure time means for you; describe what you are doing when you have the time; giving some examples of activities that you do; or you can retell an activity that you like the most when you have leisure time. At the end of the class, the students will have an IELTS speaking test simulation. The top score will be on students who can speak fluently and accurately with good ideas and manners.

Impromptu speaking
Impromptu is giving a speech without preparation. The students learn how to develop the ideas without thinking too long. The students learn impromptu for preparing for IELTS speaking, job interview and debate class. In this class, students are offered two categories of themes, free topic to choose and an optional topic and they deliver it in 3 minutes or not more than 5

minutes. They will explain the topic in three main ideas: (1) opening, this is called catching the audiences' attention. Some ways to open are giving an illustration, referring a quotation and giving questions (2) content, the ideas in content have to be in good coherence by using good bridging (3) closing, a brief conclusion is suggested to be said. In this class, rhetoric in speaking is the key point.

In the first meeting, the students learn the benefits of impromptu for developing speaking. Then, they get basic questions that should be answered without preparation such as hobbies, favorite food, holiday, etc. The next meeting the students will learn about some techniques in doing impromptu speech. The following days are followed by regularly practicing the techniques. For the final test, the students will get the question in terms of the IELTS speaking test, some common job interview questions, and a debate session.

Public speaking
The objective of this class is to make their students be good public speakers. A good public speaker is able to deliver a message, to motivate and to inspire people. An advanced speaking skill will determine the success of this class. Delivering a speech, being a master of ceremony, impromptu speech and stand-up comedy are the main activities in this class. This class is adopted from "The Toastmasters", an international public speaking club. A special event that is created in Pare is "The Public Speaking Night Show". Every student is allowed to join this competition. The best competition will get a scholarship for one period of class. Psychologically, it is worth it to build students' self-esteem and their trust in themselves in front of many people. Before presenting in front of the public, the students must pass the class of public speaking. There were some meetings in the class that discussed the importance of public speaking, some body languages in public speaking, tips and tricks in doing public speaking. In daily meetings, the students practice public speaking in terms of telling about themselves, telling stories, sport presenter, product sales presentation, etc. The teacher will give evaluation to students after presenting the public speaking practices.

CONCLUSION
Today, Indonesians believe that they need English in most aspects of their life, especially for the younger generation who wants to continue their study to the next level or the ones who want to have a big chance to go to school abroad. Moreover, communication between countries is possible to have global interconnection, not only face to face interaction but also through digital electronics that are accessed by the internet as social media. Every year, many people come to Pare, East Java, to study English. This study has discussed some special and unique teaching speaking strategies that are implemented by English teachers there. Those are hard to find in formal school. They create the English Lesson based on the students' needs. Start from the basic knowledge to the advanced one. The fundamental base of teaching strategy that they used are fun, warm and creative. Thus, the classes are successful to help students to increase their speaking ability. Based on observation, there are five teaching speaking strategies that are implemented in Pare, they are: pronunciation class, grammar for speaking, academic speaking, table topic, and public speaking. The result of this study may be useful for teachers whether in formal or informal school who wanted to have some alternatives in teaching speaking. So, fun and joyful learning can be created in the classroom. In addition, more studies are needed to explore some teaching strategies and expand the skills not limited to speaking but also listening, reading and writing.

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