

TEACHING SPOKEN LANGUAGE STRATEGY AT ELLA (ENGLISH LEARNING AREA) IN KAMPUNG INGGRIS PARE

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Abstract

English has an important role for learners to communicate in their daily life in globalization era and to develop their communication. This study aims to analyze the teachers' strategy in teaching spoken language and investigate students' speaking performance at ELLA (English Learning Area) in Kampung Inggris Pare. The method of research used is qualitative research which is descriptive design by applying observation, field note, interview, and questionnaire. The result of this research shows that the teachers applied twelve strategies according to freeman (2000), namely translation of a literary passage, deductive application of rule, memorization, reading aloud, question and answer exercise, conversation practice, backward build-up (Expansion) drill, repetition drill, transformation drill, question-answer drill, peer correction, and structured feedback. In addition, based on the theory from Hughes (2002), there are five categories in speaking performance such as accent, grammar, vocabulary, fluency, and comprehension. Which is the average of students' scores is 81, with a rating of (B+). It indicates that the students' speaking performance at ELLA (English Learning Area) is very good. Based on the result, it is suggested for the teachers to allow all the students to take active participation in the classroom, to make the students more engaged in classroom activities.

Keywords: Teaching Spoken Language Strategy, students' speaking performance, speaking skill

INTRODUCTION

In Indonesia, English is the foreign language, (Mistar, 2005) Indonesians with an ability to communicate at the international level, English is the first foreign language officially taught to students from to junior secondary school. English as a whole is considered a standard medium of communication all over the world, and Indonesia cannot be left out. In one way or another, teaching and learning English has long been considered an integral part of the Indonesian education system (Mappiasse & Bin Sihes, 2014). The success of language learning is measured by the ability to carry out conversations in the target

language. However, students can improve their ability in addition to carrying out conversations, having good speaking performance is also needed in order to get maximum results.

Speaking is the main role in learning English it is necessary to develop effective and suitable strategies during teaching and learning activities. During learning and teaching speaking process the students should get the opportunity to practice English. It is the opportunity for students to communicate with others. Most students choose courses or institutions to increase their knowledge. Therefore, its existence is naturally in many cities and many students feel needed to increase their study time. Courses show that society needs courses. One of them is English courses, (Dewi, 2018) English course is a helpful place to students to master English more easily. Students can choose what English course they need. Every English course offers a variety of advantages for the reason many students are interested in joining that course. English courses are now in great demand by students, especially at Kampung Inggris Pare. Kampung Inggris Pare (KIP), Kediri, Indonesia is one of the recommended places to study English in Indonesia as it provides a model of effective learning environment for learning English. (Malik C, Mahmud M, Anshari, 2020) Kampung Inggris Kediri has over 100 English courses for students or parents to choose. Some of them are ELLA, BEC, Interpiece, EECC, HEC I, Elfast, Daffodils, Mahesa, Kresna, Global English, Marvelous, Peace and Mr. Bob, etc.

Teachers must be creative in managing speaking teaching strategies. Being “creative” in this context means that the teachers must be able to select the appropriate communicative strategies or tasks based on the students’ needs. Learning English more efficiency learn at course, The students will get actual practice during in the class. So, they will focus to upgrade their speaking and pronunciation without afraid of making mistake. The strategies at Kampung Inggris Pare use very helpful for students, especially in enhance speaking skill. The teaching strategy used by the teacher is very effective for teaching speaking class. Every English courses have some rules which have to be obeyed by the learners, and the English courses also have some techniques which make the learners are eager to use their English skills (Nurhayati, Hendrawati N, 2013). The students who study English in Pare is a group of people who have the same ideas to learn English with specific purposes. One alternative way to improve speaking skill is to join an English Course in Pare East Java “Kampung Inggris”. 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 (Mahruf A L, 2022). It means that they will have many friends to practice their English and they do not need to be worried about rejection from friends.

As a support for this research, the researcher found three preliminary research related to this current research, namely: by Marleni (2020), entitled “The Strategies in Teaching Speaking at University of PGRI Palembang”. The result there are four strategies employed by the lecturer: show-and-tell, presentation, drama making, and question and answer. Besides, a study conducted by Ahmad Latif Mahruf (2019) entitled “The Teaching of Speaking at Mr Pepsi English Course in Kampung Inggris Pare Kediri”. The result of this research, teacher planned the teaching activities by designing a lesson plan, strategies, and assessment for speaking skill. Mr. Pepsi English Course applied variety assessment strategies

for speaking skill and also supported by clear scoring rubric. Another preliminary was done by Tifani Anis Saliha (2017) entitled “Teacher’s Strategies in Teaching Speaking at The Daffodils”. The result there are four strategies: drilling, recognizing script, using minimal responses, and using language to talk about language.

The researcher will describe speaking teaching strategy and students' speaking performance. The researcher will take English Class 1 program as the object of this research in which this program is oriented towards students' mental development to dare to speak English because this program is for beginners. The process of teaching speaking taught by the teachers have many strategies used which are fun, relax, and motivate for students. Students feel comfortable when they are practicing their English, so students in this program are required to be brave and confident in speaking English. From explanation above, wants to analyze the strategies of teaching speaking to support students in the learning speaking process and student’s speaking performance.

LITERATURE REVIEW

Definition of Speaking

Speaking in a foreign language requires specific abilities such as accurate pronunciation, word stress, intonation, and organized expression of ideas. It is considered the primary skill for communication, as it allows information to be conveyed and understood by the listener. According to Burkart in (Hastoyo, 2010) speaking involves the mechanics of language, including pronunciation, grammar, and vocabulary, using correct phrases in the right order. (Parmawati, 2018) defines speaking as an interactive process of constructing meaning through producing, receiving, and processing speech sounds. (Thornbury, 2005) emphasizes the interactive nature of speaking, which requires cooperation between speakers in managing conversation turns. Comprehension, as stated by (Irianti, 2011) refers to the ability to understand a subject or situation. Fluency, as described by (Derakhshan et al., 2016), is the ability to speak without pausing or hesitation. Overall, speaking is crucial for effective communication and mastering a second or foreign language, as noted by (Nunan, 1991).

In speaking, a speaker expresses thoughts and feelings through words, phrases, and sentences following a specific structure, regulating meaningful units and sentence meanings (Zyoud, 2016). The frequency of language use affects one's speaking proficiency, highlighting the importance of practice for fluent English speech (Richards, Jack C. and Renandya, 2002). Effective oral conversation, requires correct language usage in social interactions, including paralinguistic aspects such as pitch, stress, and intonation. While (Nunan, 1991) emphasizes that speaking is the most important aspect of learning a second or foreign language, measured by the ability to engage in conversations. Speaking proficiency involves ordinary communication, including stress, grammar, vocabulary, and fluency, comparable to native speakers.

Strategies in Teaching Speaking

The primary responsibility of teachers is to facilitate communicative learning activities that encourage language usage (Vacca & T., 2004). Emphasizes the teachers should employ effective strategies to meet students' educational needs, particularly in oral communication

(Robert, 2008). Hence, teachers play a vital role in selecting and implementing appropriate techniques and strategies to encourage oral communication among students.

In the teaching and learning process, teachers need to have effective strategies for students to learn efficiently and achieve their goals. (Freeman, 2000) categorizes language teaching methods into several types, including the Grammar Translation Method (GTM), Direct Method (DM), Audio-Lingual Method (ALM), and The Silent Way. These methods employ various strategies to facilitate language learning.

1. Grammar Translation Method (GTM): This traditional method focuses on reading and understanding literature. Strategies used in GTM include translating literary passages, comprehension questions, antonyms/synonyms, memorization, and composition.
2. Direct Method (DM): In this method, meaning is conveyed directly in the target language, without translation. Strategies include reading aloud, question and answer exercises, self-correction, conversation practice, dictation, map drawing, and paragraph writing.
3. Audio-Lingual Method (ALM): ALM emphasizes drilling and repetition of grammatical patterns through dialogues and audio recordings. Strategies used in ALM include dialog memorization, drills (such as repetition, chain, substitution, and transformation drills), minimal pairs, completing dialogs, and grammar games.
4. The Silent Way: This method promotes self-expression and active learning. Strategies used in The Silent Way include the use of sound-color charts, teacher's silence, peer correction, rods, self-correction gestures, word charts, fidel charts, and structured feedback.

Teachers play a crucial role in building students' confidence and promoting oral communication in English. They should employ suitable teaching strategies, such as communicative activities, to create a fun learning environment. By utilizing effective methods like GTM, DM, ALM, or the Silent Way, teachers can facilitate students' language learning process and enhance their speaking skills.

Speaking Assessment

Speaking assessment is usually reported as an overall mark on bands scales or score points, in order to provide valid, reliable and consistent results of assessment, that show the learners' speaking achievement. (Hughes, 2002) there are five components to measure score speaking skill those are accent, grammar, vocabulary, fluency, and comprehension. These components can help determine the level of students' speaking performance. Each component has its level from level 1 till level 6, for how to assess seen from the indicators of the students. From these components will show the students' speaking performance. Scoring sheet was utilized to inform the researcher on the speaking abilities of the students. After administering a test to students, the researcher measured and scored their responses for the goal of analyzing the administered test. The categorization of students' speaking performance total scoring was based on FSI Proficiency Ratings about the criteria for the students' speaking skill (Richards, Jack C. and Renandya, 2002).

METHOD

The subject of the research were the students of ELLA (English Learning Area) Kampung Inggris Pare, Kediri especially the teacher and the students from Program Class 1 with the total number of 3 teachers and 10 students. In this research, the researcher used qualitative research and belongs to a descriptive design. Its use is supposed to be able to analyze the teachers' strategies in teaching speaking that are applied and student's speaking performance. Moreover, by using a descriptive design, the writers could observe problems systematically and accurately against a fact and the nature of a particular object (Mahmud, 2011). The study focuses on analyzing the teachers' strategies in teaching speaking and investigating students' speaking performance. In collecting the data, the researcher used observations, interviews, and questionnaire. The observation to get the teacher's strategies and students' speaking performance by doing observation checklist, the interview used to get the teacher's strategies and students' speaking performance, and the questionnaire used to get students' speaking performance.

The data analyzed using Miles and Huberman's interactive analysis model consisting of data reduction, data display, conclusion drawing and verification (Miles & Huberman, 1984). In data reduction, the researchers selected simplified and transformed the data written in the field notes obtained from observation and interview. Next, in data display, the researchers delivered the data by paraphrasing the data into extended text. Finally, the researchers concluded the data by connecting the data with several relevant theories and previous studies related to teachers' strategies in teaching speaking and students' speaking performance.

FINDINGS

Teachers' strategies in teaching speaking

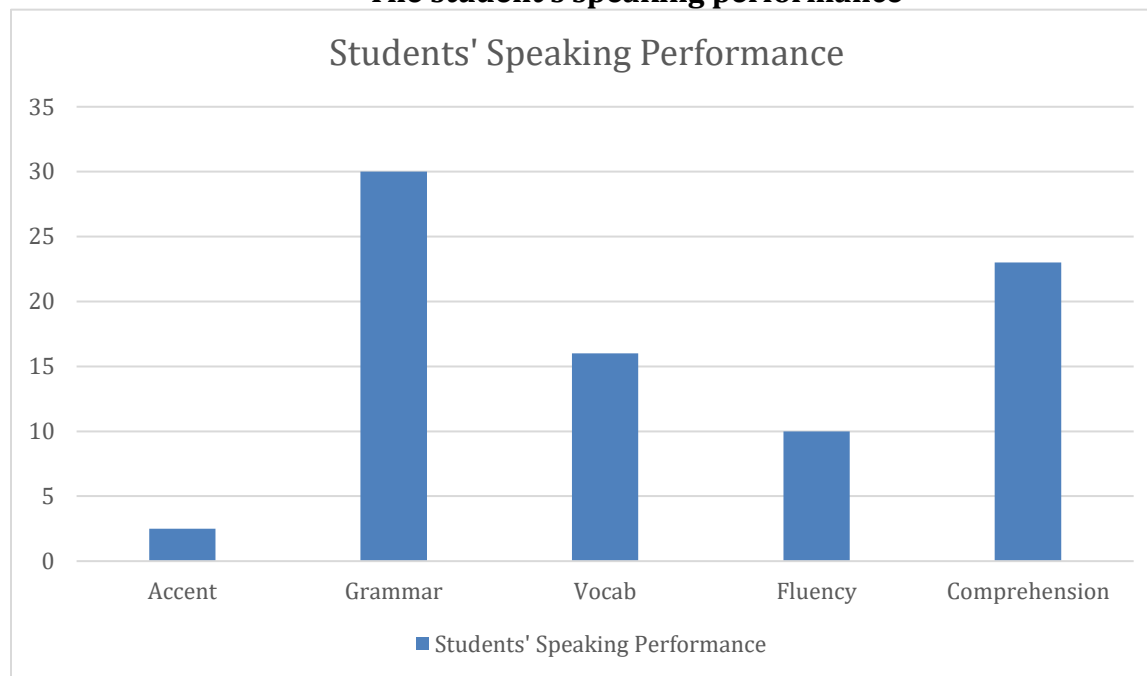
This section There are four methods that consists of twelve strategies according to (Freeman, 2000) namely: a. Grammar Translation Method (GTM), the teachers use memorization strategy, deductive application of rule and translation of literary passage. Memorization strategy in increasing of students' vocabulary. Vocabulary has significant role in communication process. According to Penny stated that vocabulary is one of the most important parts in learning foreign language because it will be impossible to speak up without variety of words. (Penny, 1999)It means, if the students do not have enough vocabularies, they will have difficulties to speak English. b. Direct Method (DM), The researcher found the teachers' strategy to do conversation practice, question and answer exercise, and reading aloud strategies. In this method, the students are also hoped to be more active to speak English in the class than teachers. The teacher handles the students to always develop their speaking skill. By doing those strategies, speaking skill of students can increase significantly. Supported by Nunan said, mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language. c. Audio Lingual Method (ALM), in this method the teacher used backward build-up (Expansion) drill, question-answer drill, repetition drill, transformation drill. The goal of the teachers who use ALM is to make their students to be able to use the target language communicatively. Drilling can be good practice

for the students who begin to learn speaking skill since drilling gives the students opportunity to rehearse the language to produce the accuracy. According to Brown said that accuracy help the students to achieve the target in sound, words or sentence structure in speaking. d. silent way, the teachers used peer correction and structured feedback. Using peer correction in conversation practice can increase the students' communication skill with their partner become more interactive, according to Thornbury that speaking is an interactive manner and requires the capacity to cooperate within the management of talking turn.

Students' speaking performance

The finding of the students' speaking performance through observation based on several aspects such as accent, grammar, vocabulary, fluency, and comprehension (Hughes, 2002). The categorization of students' speaking performance total scoring was based on FSI Proficiency Ratings about the criteria for the students' speaking skill.

The student's speaking performance



Based on the table above, the average of students' accent is 2.5, grammar 30, vocab 16, fluency 10, comprehension 23. It indicated that the students' speaking performance at ELLA (English Learning Area) was very good. The students delivered the topic without doubt and can be understood. Even though students still had a few grammar mistakes, it did not really matter because the vocabulary they used, they fluency, and the topic they delivered were clear. a. the students' accent in level 5, The students' pronunciation was very good, but it was not categorized as a "native speaker's accent". b. The students' grammar in level 5; The students' grammar had only a few errors in speaking. c. The students' vocabulary in level 5; The students had professional vocabulary and appropriate diction for complex issues, practical issues, and the vocabulary could be used for some social conditions. d. The students' fluency in level 5; The students' speeches were very understandable and fluent, but not as fluent as native speakers. During speaking, they did not include any word repetition. e. The

students' comprehension in level 4; The students understood educational topics when speaking, except for certain heavy topics. They could explain new insights in their speaking topics.

Students' Perception of Speaking Skill

Indicators	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree	Total
Students' accent	-	7.1%	10.7%	50%	32.1%	100%
Students' grammar	2.8%	8.5%	24.3%	40%	24.2%	100%
Students' vocabulary	7.1%	7.1%	17.8%	32.1%	35.7%	100%
Students' fluency	14.2%	10.7%	27.3%	25%	22.6%	100%
Students' comprehension	1.4%	11.4%	17.1%	40%	30%	100%

Students' perception Based on the table above, the average of students' perceptions data, in the students' accent category, more than half of students (50% and 32.1%) agree with the statement, 20.7% of them choose neutral and 7.1% choose disagree. On the other hand, for the students' grammar category, the researcher found (40% and 24.2%) stated in agree, 22.4% said neutral, and 8.5 % of students disagree and 2.8% of students strongly disagree. Furthermore, for students' vocabulary category, more than half of students (32.1% and 35.7%) stand in agree, although 7.1% disagree and 7.1% strongly disagree, and 17.8% choose neutral. Meanwhile, in the students' fluency category, it were found (25% and 22.6%) choose agree, but 27.3% of them remaining in neutral, while 10.7% disagree and 14.2% choose strongly disagree. In addition, the students' comprehension category, more than half of students (40% and 30%) choose agree with the statement, but 17.1% of them choose neutral, 11.4% choose disagree and 1.4% voted strongly disagree with the statement.

DISCUSSION

Teachers' strategies in teaching speaking

There are four methods in language teaching used by the teachers, The methods are grammar translation method, direct method, audio lingual method, and silent way.

The first is Grammar Translation Method (GTM), the teachers use memorization strategy, deductive application of rule and translation of literary passage. Memorization strategy in increasing of students' vocabulary. Vocabulary has significant role in communication process. From the result of observation and interview, to solve the problem of students' lack of vocabulary the teachers used memorization strategy. Other strategies in GTM based on freeman, that applied by the teachers in teaching speaking are deductive application of rule and translation of literary passage. In translation of literary passage, the translation may be written or spoken or both. Students should not translate idioms and the

like literary, but rather in a way that shows that they understand their meaning. Then, in deductive application of rule, grammar rules are presented with examples. Once students understand a rule, they are asked to apply it to some different examples. GTM focuses on accurate use of grammar, but somewhat falls short of enhancing learners' communicative competence. According (Chastain Kenneth, 1988) that the purpose of GTM for helping students read and appreciate foreign language literature.

The second is Direct Method (DM), The researcher found the teachers' strategy to do conversation practice, question and answer exercise, and reading aloud strategies. The students have to stand up to speak about everything from the topic that the teacher has been given. The students can develop their speaking through doing communication practice with the teacher or their friends. It was line with strategy proposed by Freeman which is conversation practice in direct method. Teachers who use the direct method intend that students learn how to communicate in the target language. In order to do this successfully, students should learn to think in the target language. In this method, the students are also hoped to be more active to speak English in the class than teachers. The teacher handles the students to always develop their speaking skill. By doing those strategies, speaking skill of students can increase significantly. Supported by (Nunan, 1991), mastering the art of speaking is the single most important factor of learning a second or foreign language and success is measured in terms of the ability to carry out a conversation in the language.

The third is Audio Lingual Method (ALM), in this method the teacher used backward build-up (Expansion) drill, question-answer drill, repetition drill, transformation drill. The goal of the teachers who use ALM is to make their students to be able to use the target language communicatively. Drilling can be good practice for the students who begin to learn speaking skill since drilling gives the students opportunity to rehearse the language to produce the accuracy. (Brown, 2001) said that "accuracy help the students to achieve the target in sound, words or sentence structure in speaking. The teachers want to solve the student problem in pronunciation by doing drilling. What the teacher did in drilling students in the class was in line with the strategy in ALM proposed by Freeman that were backward build-up (Expansion) drill, question-answer drill, repetition drill, transformation drill. In backward build-up (Expansion) drill, the teacher breaks down the line into several parts. The students repeat a part of sentence, usually the last phrase of the line. Then, question-answer drill, the students should answer the teachers' questions very quickly. In repetition drill, the students are asked to repeat the teachers' model as accurately and as quickly as possible. While in transformation drill, the teacher gives students a certain kind of sentence pattern, an affirmative sentence for example. Students are asked to transform his sentence into a negative sentence, a statement into a question, an active sentence into a passive sentence, etc. So, the students have to prepare to transform the sentences given by the teacher.

The fourth is silent way, the teachers used peer correction and structured feedback. And also mentioned the strategy of silent way is aim to students should be able to use the language for self-expression to express their thought, perceptions, and feelings. According to Clark in (Zyoud, 2016) nation that in speaking, a speaker expresses his thought and feeling in words, phrases, and sentences following a certain structure which regulates the meaningful units and meaning of sentences. Using peer correction in conversation practice

can increase the students' communication skill with their partner become more interactive, according to (Thornbury, 2005) that speaking is an interactive manner and requires the capacity to cooperate within the management of talking turn. And structured feedback is to correct some mistakes done by the students when they performed in front of the class. This strategy made students can evaluate their mistakes to be much better in the next performing. This is supported by the questionnaire number 16, there are 9 out of 14 students ask to correct them when they are talking incorrect.

Students' speaking performance

Based on the theory from Hughes, there are five categories in speaking performance such as accent, grammar, vocabulary, fluency, and comprehension.

The first is accent, the students' pronunciation was very good, but it was not categorized as a "native speaker's accent". Even though they sounded like they had an Indonesian accent, the way they produced words from their mouths was very good. Some of them still use Javanese and Sundanese accents, regardless of the accent which is still carried over when pronouncing words in English, they can convey it well and clearly. So, that the listener understands the meaning of what they are saying. Learning accent is need times whatever if the sound like native speaker, because supported by (Ahsanu et al., 2014) foreign language requires certain ability, including a correct pronunciation, word stress and intonation, and the expression of idea systematically.

The students' grammar had only a few errors in speaking. Although there is few errors grammar in pronunciation when speaking, the students have learned the basic pattern of using grammar for speaking. So, just a few small details that often get overlooked. For example, one of the students said "My friend don't eat..." instead of "My friend doesn't eat...". English grammar is main role in English use. Grammar in speaking is very important, so because of that, students have to understand grammar. According to Harmer in (Malova, 2016) states that Grammar knowledge is essential for competent users of a language. It means that the language user must learn grammar because grammar skills will help students organize words and messages and make it meaningful.

The students had professional vocabulary and appropriate diction for complex issues, practical issues, and the vocabulary could be used for some social conditions. Their speaking topic was about "City vs Village." their diction knowledge was very good, such as about environment, culture, and facilities. It means mastering vocabulary is one of the important to have communication, supported by Neuman and Dwyer in (Alqahtani, 2015) vocabulary can be defined as "words we must know to communicate effectively; words in speaking (expressive vocabulary) and words in listening (receptive vocabulary)".

The students' speeches were very understandable and fluent, but not as fluent as native speakers. During speaking, they did not include any word repetition. Because the strategy applied by the teachers that is often used is conversation practice, this strategy can help students speak fluently. Fluency is the ability to speaking spontaneously, without having to stop and pause a lot. It is can be done with habituation so that mutual understanding communication materials can be captured between speakers and listeners. supported by students' interviews that there are speaking classes three times a day, and that really helps students to practice continuously in increasing their speaking skill. This is connection with the theory of Skehan and Foster in (Derakhshan et al., 2016) that speaking

fluency pertains to the ability to produce the spoken language “without undue pausing or hesitation”.

CONCLUSION

The conclusion concludes that the teachers use many kinds of teaching strategies to develop speaking skill. In addition, the teacher makes the classroom to be a lot of fun and they always enhance students’ motivation to be active in the class. The students are very active because the strategies in teaching speaking are appropriate to the students’ characteristics and level of proficiency. The teachers’ strategies in teaching speaking could enhance students speaking skill. Based on the findings and discussion in the previous chapter, the researcher drew the conclusion: The teachers used four methods that consists of twelve strategies according to freeman (2000), namely: (1) Grammar Translation Method (GTM) that consist of translation of a literary passage, deductive application or rule, memorization (2) Direct Method (DM) inform of reading aloud, question and answer exercise, and conversation practice (3) Audio Lingual Method (ALM) that consist of backward build-up (expansion) drill, repetition drill, transformation drill, questions and answer drill, then (4) Silent Way that consist of peer correction, and structured feedback. It is shown through the result of the three procedures, namely observation, interview, and fieldnote. The teachers combined among some methods that consist of some strategies to reach ELLA goal.

The students’ performance of speaking skill according to Huges there are five components to measure score speaking skill those are accent, grammar, vocabulary, fluency, and comprehension. Which is for the students’ accent in level 5, The students’ pronunciation was very good, but it was not categorized as a "native speaker's accent". The students’ grammar in level 5; The students' grammar had only a few errors in speaking. The students’ vocabulary in level 5; The students had professional vocabulary and appropriate diction for complex issues, practical issues, and the vocabulary could be used for some social conditions. The students’ fluency in level 5; The students' speeches were very understandable and fluent, but not as fluent as native speakers. During speaking, they did not include any word repetition. The students’ comprehension in level 4; The students understood educational topics when speaking, except for certain heavy topics. They could explain new insights in their speaking topics.

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