

TEACHERS' CHALLENGE AND STRATEGIES IN TEACHING SPEAKING IN KAMPUNG INGGRIS

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Abstract

Speaking is one of the most important language skills in learning English. Speaking can be defined as a person's ability to communicate orally using a foreign language fluently. Kampung Inggris is a popular English learning environment in Indonesia, usually attended by students or young people who want to improve their speaking skills. Teaching speaking in Kampung Inggris emphasizes intensive, round-the-clock learning in an English-speaking environment. This study aims to explore information about the challenges and strategies experienced by teachers in teaching English, especially speaking in Kampung Inggris. This research used qualitative research methods with the research subjects being 2 English teachers in Kampung Inggris. The researcher used two instruments, namely primary data in the form of semi-structured interviews and secondary data in the form of documents such as photographs. The researcher conducted interviews via WhatsApp with both participants and the researcher also recorded the answers given by both participants. The data obtained was analyzed using the embedded analysis method, namely transcribing, familiarizing, coding, creating themes and the last is interpretation. Researchers conducted trustworthiness in the form of member checking. The findings of this study are to find out the challenges and strategies of teachers in teaching English, especially speaking in Kampung Inggris. The results showed that teachers face challenges in making students dare to speak in public fluently using English, escape, love or not getting scholarships. The strategies used by teachers include giving speaking assignments in groups, role-play, two ways learning method, fun learning method, games, make it engaging and fun, focus on communication, solid foundation, cater to your students.

Keywords: Challenges, Strategies, Teaching Speaking in Kampung Inggris

INTRODUCTION

Speaking is an important skill that learners must possess. Mastery of speaking is very important for students because it serves as the basis for language acquisition, making it one of the most important skills to acquire and perfect. Speaking plays an important role in learning English because the aim of learning to speak is so that students can use English well in oral communication (Moat, 2016:88). According to Richard, (2008:201) "Speaking is part of effective communication" indicates that speaking ability is essential for successful communication. According to Yunus et al., (2023), speaking is a productive skill that allows individuals to communicate effectively. Self-confidence is a psychological factor that supports speaking. According to Thornbury, (2005), "Speaking is very important in the English language arts curriculum because it is the basis for the development of various speaking skills that are closely related to listening. It emphasizes students' foreign language skills that enable them to communicate effectively with others." As Nunan (2003) emphasizes speaking is the most challenging language skill due to its real-time nature and lack of editing. Unlike writing, speakers must express themselves spontaneously without extensive planning. Speaking involves actively communicating messages, ideas, or thoughts to listeners. According to Sabina, (2018), many students, despite spending a lot of time learning English, still find it difficult to

speak it well. This means that they find it difficult to express their thoughts when they try to speak. Speaking English is not as easy as it seems, several aspects must be mastered especially for students.

Speaking skills use five components namely pronunciation, grammar, vocabulary, fluency, and comprehension (Arsyad, 2014). From the previous statement, it can be concluded that students' speaking difficulties are due to several reasons, such as lack of self-confidence, not memorizing vocabulary, fear of learning grammar and lack of friends to practice with. Some of these reasons make it difficult for them to express something that is on their mind. For students, speaking a new language seems more difficult than simply understanding other words. This is because when they learn to speak, they listen and practice speaking in real conversations. Ramdayani, Zuhairi, and Suhartoyo (2024) argue that grammar learning strategies are important for learners to acquire the target language. Most students do not realize and do not understand the strategies they apply. Learning strategies can help students understand learning materials well.

Learning to pronounce English well can be tough for people who are learning it as a foreign language. It is emphasized that the use of foreign languages, especially English, is an important element in global competition (Yunus et al., 2023). This is because English is an important language to master or learn globally (Ubaidillah, 2018). Many students have a common problem - they do not speak English well (Rabab, 2005). To overcome this, many students take English courses to get better at speaking English (Karmala et al., 2018). These courses help fill in the gaps left by formal education and improve their overall understanding of English (Tudor, 2013). In Indonesia, there are many places where you can learn English, one of which is the Kampung Inggris Pare. Kampung Inggris Pare is the main destination for those, especially millennials, who want to deepen their language skills, and each Pare educational institution offers different package programs, be it English, Arabic, or Mandarin classes, for example: holiday packages, basics, pre-tests, scholarships and various kinds.

This is a great option for informal learning, providing extra opportunities for students who want to learn more (Safari & Fitriati, 2016). This place is located on Anyelir Street, Brawijaya Street, Kemuning Street, Tulungrejo, and Singgahan small villages, Pare, Kediri, East Java, called Kampung Inggris Pare. The history of the Kampung Inggris in Pare District, Kediri Regency, East Java began with the establishment of the Basic English Course (BEC) on June 15, 1977. BEC was founded by Kalend Osen or Mr. Kalend. There are now around 160 English language course institutions in the area. Some of them are EECC, EM, Interpiece, Mahesa Institute, HEC, Elfast, The Daffodils, Kresna, Global English, Marvelous, Peace, and Mr. Kalend's English course at BEC. In addition, there are four programs provided in Kampung Inggris, which are four English skills tutoring, TOEFL, IELTS, and TOEIC especially for speaking skills and speaking internship programs. English teaching strategies and approaches in Kampung Inggris Pare are unique, creative, and varied in every teaching activity.

In January 2021, the researcher joined a speaking class at an English course with the primary aim of enhancing their English language skills. At the start of each session, students were encouraged to answer questions about the class material using English, for example about a memorable experience, although the option to use Indonesian was available for those less familiar with English. Typically, students were grouped and asked to share personal stories, such as their happiest moments, to understand and practice English. Games were incorporated into the learning activities, fostering motivation, and aiding in the improvement of English vocabulary. The tutors and students engaged in the games together, blurring the lines between them as there was a friendly, non-formal atmosphere, treating tutors more like friends than instructors.

In addition, tutors have difficulty responding to students' questions about English vocabulary commonly used in everyday life. Muryani and Yunus (2024) state that effective communication and academic success are based on the acquisition of good language skills. Those with a wide vocabulary are well-versed in academic subjects and excel at conveying complex concepts. Good language skills also influence career success and social interaction. Therefore, this research will focus on the challenges in teaching speaking as well as the strategies used by the tutors in Kampung Inggris.

Therefore, the researcher aims to find out what challenges tutors face and what strategies they use to overcome them.

METHOD

Research Design

This study examines the challenges and strategies of teachers in teaching speaking. The research of this study is a qualitative approach with the design of a case study. According to Creswell (2016), qualitative research aims to understand the meaning of the experiences of individuals or groups related to social issues. The case study method is chosen here because the researcher wants to focus on exploring teaching strategies and understanding the challenges in teaching speaking using a qualitative approach. In simple terms, this case study aims to discover real, everyday experiences. According to Creswell (2012), case studies come in three types based on the issue or situation being studied: Single Instrumental Case Studies, Collective or Multiple Case Studies, and Intrinsic Case Studies. In this study, the researcher used a single instrumental case study, which means using one specific case to thoroughly explore a particular problem. The type of case study research method used this time was chosen because it will be used to determine the extent of a problem phenomenon, or certain behavior. This method is also often used in new areas of investigation, to generate initial ideas relating to the problem. This is to obtain information about the challenges and strategies used in teaching speaking in one of the course institutions in Kampung Inggris. The researcher wanted to describe the challenges faced by speaking teachers and the strategies used by English teachers to teach speaking. The objects of this research are English teachers and students.

Settings and Participants

The setting of this study is the location of this research was conducted at an English course institution in Kampung Inggris, namely in the speaking class at English Madany. English Madany Kampung English (Kampunginggrism) is an English course with online and offline. Where there are many English courses with various learning methods and program specifications that will be offered. Tutors who are easy going, fun, do not make you sleepy and make you understand even though you are learning from a very zero level, intensive, practical, and communicative, and 100% money-back guarantee if you do not improve at all, get a learning partner to make you are speaking more confident.

The participants of this study consisted of two English teachers at an English course institution in Kampung Inggris, namely Bara and Bora (pseudonyms). Bara (29 years old) is a speaking teacher at an English course in Kampung Inggris Pare. He has been teaching for five years at the course institution in Kampung Inggris Pare. Meanwhile, Bora (25 years old) is also a speaking teacher at an English course in Kampung Inggris Pare. She has been teaching for eight years at the course institution in Kampung Inggris Pare. For this study, participants were selected using purposive sampling, namely English language teachers who have taught in several English language course institutions and were certified and had over three-five years of teaching experience. The courses were chosen because they focus on teaching speaking.

DATA COLLECTION

To collect information for this study, researchers used two instruments: the primary data is semi-structured interviews, and the secondary data is documents such as photos. Semi-structured interviews are a data collection method where questions are asked within a predetermined thematic framework. Unlike a structured interview, the questions are not arranged in a specific order or phrase. This method was chosen because it can effectively cover the main topics, especially challenges and strategies in teaching speaking in Kampung Inggris. Questions are allowed to develop naturally and not necessarily in a pre-planned order (Heigham & Croker, 2009). The steps involved in conducting a semi-structured interview are outlined by Adams (2015, p. 496): 1) Selecting respondents and arranging interviews This stage deals with the things that need to be considered in conducting this

research the interviews were addressed to two participants. In addition, the researcher also contacted them to request and schedule a time for the interview. 2) Developing interview questions and guidelines. 3) Starting the Interview. 4) Polishing the interview technique. Interviews can be conducted face-to-face or over the phone as a method for collecting data. 5) Analyzing and reporting semi-structured interviews

DATA ANALYSIS

In this study's analysis phase, researchers will use thematic analysis, a method for examining qualitative data. This involves identifying patterns in the data and interpreting them based on their meanings (Braun & Clarke, 2006). The aim is to clarify meanings through themes, focusing on the challenges and strategies in teaching speaking that emerge from the interview data. Thematic analysis was chosen because it allows for a focused exploration of these themes to report the study's results. After the data has been collected, the researcher will analyze the data according to (Brown & Clarke, 2006) this analysis uses coding and theme development. This step serves as a roadmap for carefully processing qualitative data. The steps (Braun & Clarke, 2006) are:

First, the researcher will conduct the Transcribing stage, by rewriting the interview results carefully so that there are no errors in the answers given by the participants.

The second step is Familiarizing, the process of reading and rereading the interview data transcripts. Researchers read and reread the data transcripts repeatedly related to the topic of this research on challenges and strategies in teaching speaking in Kampung Inggris.

The third step is coding, which is the process of systematically organizing data into small, meaningful units, answering research questions, and analyzing data. The researcher linked the data based on the research objectives and then categorized them using initial color coding to highlight the challenges faced and strategies that teachers should use while teaching speaking in Kampung Inggris.

The fourth step is Theming, which is the process of selecting data transcripts and finding something significant or interesting from the data based on the research question. Researchers identify themes from data that has been categorized and coded at the coding stage.

The final step is Interpretation, the researcher re-analyzes and reports the results of this research, namely about the challenges teachers face and strategies when they teach speaking in Kampung Inggris.

FINDINGS

Data was obtained from two teachers who teach speaking in Kampung Inggris. Data were obtained from semi-structured interviews and documentation in the form of photos of classroom activities as additional data sources. The researcher will present the data according to the research objectives. The first sub-chapter presents English teachers' challenges when teaching speaking in Kampung Inggris. Then in the next sub-chapter, the researcher presents the strategies teachers use to overcome the challenges they face when teaching English in Kampung Inggris.

A. What challenges do teachers face when teaching speaking in Kampung Inggris?

In this sub-chapter, in line with the first research objective, the researcher presents the data results regarding the challenges faced by teachers in teaching speaking in Kampung Inggris. Based on the interview data, the researcher found some challenges faced by speaking teachers in Kampung Inggris. The challenges are divided into two categories: internal challenges and external challenges. Examples of internal challenges include lack of confidence and lack of student discipline. The external challenges are the factors causing the challenges, the occurrence of the challenge and the main cause of the challenge.

The Internal Challenges

Lack of Self-Confidence.

This section contains the challenges of teaching speaking in Kampung Inggris s. The challenges experienced by speaking teachers in Kampung Inggris are very natural. Therefore, teachers must still be able to pay special attention, must be able to flexibly adjust their teaching methods, and must be more creative with their members. The two participants are Bara and Bora, who are teachers in teaching speaking in Kampung Inggris who have been teaching for more than four years. These teachers are known to be friendly and sociable in their teaching approach. The first obstacle arises from Bora, namely the lack of self-confidence in members which makes members not brave for public speaking. As expressed by Bora

Bora: "The first thing is when there are members who don't dare to speak publicly. Well, when he doesn't dare to speak publicly, it means he doesn't have confidence. The challenge is how do we make the member confident."

Lack of Student Discipline

In the teaching and learning process, discipline also plays an important role in student success. From the results of Bara's interview, the researcher found that there were two challenges related to the lack of discipline of members when the teaching and learning process was taking place. Such as sleepiness in the middle of the learning process, and when meeting members who come to pare (Kampung Inggris) only for escape. As Bara said,

Bara: "The challenge is to teach speaking, when you meet these students or members who come to pare just for escape, whether it's love escape, whether they don't get into scholarships or escape of various kinds, there are many more. That's the challenge because they are sometimes difficult to manage, even to be directed is difficult. So far that's it. And, if they are sleepy. Sleepy in class, that's the hardest. Especially at noon. Very difficult."

Therefore, in Kampung Inggris, everyone learns from each other. In cafes, food stalls, on the balconies or terraces of boarding houses, or in camps.



Figure 1.1 Studying at a cafe or food stall

The External Challenges

The factors causing the challenges.

It is normal for English-speaking lessons to be substandard. There are many influencing factors, but usually, students have difficulty constructing sentences correctly and fluently when speaking due to a lack of understanding of English grammar and vocabulary. This causes the pace of communication to become sluggish. Students often stammer, stop, or appear hesitant when speaking due to a lack of confidence. This interferes with the fluency of communication. Based on the results of the interviews, it was found that some factors that make learning not smooth include members who

are shy and unprepared mindset. Most members are not psychologically ready to speak in front of others due to shyness, and parental coercion, escapism. As Bora and Bara said,

Bora: "What makes learning not smooth is, again we are talking about speaking, learning will not be smooth if for example in one class no one dares to open their voice, because again the "goal of speaking" is "to produce some words in English". If we haven't succeeded in getting our members to speak, at least word by word then after that it becomes a sentence. For example, "miss I lapar you punya food?" if there is no courage to speak, at least the learning will not go on."

Bara: "Well, what I mentioned earlier, the factors are actually nothing specific, between parental coercion, escapism that can stop, stop the teaching and learning process here, when there are 75% of the students are excited, 25% are lazy."

To encourage students to speak, teachers need to guide students to be brave enough to speak word by word, and then arrange them into simple sentences. The example sentences taught should be appropriate to the students' ability level. The factors that hinder the learning process according to Bora are not just one, but various. Some of the factors mentioned include parental pressure, students' escape from lessons, and differences in motivation levels between enthusiastic and less motivated students.

The occurrence of such challenges

The challenges in teaching speaking in Kampung Inggris are the difficulty of pronunciation in reading because of the difference in articulation between what is read and how it is pronounced as well as the difficulty of understanding grammar in the context of tenses and words that have many meanings in English. This can happen because of language differences, differences in mindset, cultural differences, and ways of learning. Bora and Bara said,

Bora: "Back to the factor, why the member can't speak? The first thing is because of the environment. If the environment is not supportive, the member won't dare to say something. But if the environment is supportive, it will be one of the solutions. What does environment mean? The environment means that there are friends who support, there are tutors who also support."

Bara: "Certainly during the holidays, many people send them, especially schools, junior high schools, high schools, students, many of them send them to study in Pare."



Figure 1.2 A supportive learning environment

The main cause of the challenge

In this obstacle, Bora did not find it difficult because he had learned many tricks to handle the challenge. So, Bora did not feel difficult. Meanwhile, Bara felt a little difficult for some time during the vacation because they went to Pare just to fill their free time. As said by Bora and Bara

Bora: "So far, if the tutor is a capable, really humble, really friendly, really social butterfly, these things almost won't happen."

Bara: "Because when they go to Pare on vacation, it's just to fill their free time, to fill their vacation time to Pare, which means they're only there for holiday, not to study."

B. What strategies do the teachers use to overcome challenges they face while teaching speaking in Kampung Inggris?

In this sub-chapter, by the second research objective, the researcher presents the data results regarding What strategies the teachers use to overcome the challenges they face while teaching English in Kampung Inggris. Based on the interview data, the researcher found several strategies used by Bora and Bara to overcome the challenges they face while teaching English in Kampung Inggris. The strategies used by Bora are two-way learning methods, fun learning methods of course, and games. Bara's strategies are to make it engaging and fun, focus on communication, solid foundation, and cater to your students.

Preparing materials before teaching.

This section contains about preparing materials that will be taught in speaking classes for members of English courses in their courses. Based on the interview data obtained from Bora and Bara several things can be obtained in preparing learning materials. The researcher presents the interview excerpts as follows,

Bora: "I prepare the lesson plan per period. So, there must be a lesson plan that if for example, the Institute does not provide means we make it ourselves. if for example, the Institute provides it, we learn the lesson plan following what the Institute provides."

Bara: "Okay, preparing the material is usually not done before teaching, but in the evening, I have prepared for what material to send, and what to learn the next day. For example, tomorrow is about Describing Something, I don't want it to be, instead of us reading books, complicated, so, I have my packaging, so it's not complicated to read a long book, so I use a template."

By preparing the material carefully, the teacher hopes that the speaking learning process can run smoothly and effectively following the planned objectives.

Teacher Strategies for Teaching Speaking

The researcher found the strategies mentioned by Bora and Bara. Bora mentioned that there are three strategies done when teaching speaking in Kampung Inggris and Bara mentioned there are 4 strategies done when teaching speaking in Kampung Inggris. The researcher presents the interview excerpts as follows:

Bora: "Okay here I always use the "two ways learning method" so where it is not only in the teacher center but also in the student, so we are very interactive, and even more students who end up practicing speaking instead of the teacher. The teacher only gives instructions neatly and clearly. Then the "fun learning method of course" the method of the Kampung Inggris of

Pare is certainly used "and also games" which are not just games, but which are still related to English."

The game applied in class activities by Bora is a giant snakes and ladders game. Meanwhile, the researcher found that the tutor made a large snakes and ladders game using tarpaulin and large dice. The rule for Giant Snakes and Ladders is that they must use English. When they use Indonesian, they will be punished. As said by Bora,

Bora: "Suppose we play giant snakes and ladders, a really big snakes and ladders, and use a tarpaulin and a big dice. So, during any game we make rules, what are the rules? "We may not speak Bahasa. So, we must speak in English. If for example someone speaks in Indonesian, "so they will get a punishment" what punishment? For example, the simple thing is to use powder. So, they have a trigger "Oh okay we play a game, so the rule is we may not speak Bahasa means that I have to be able to speak English or I have to refrain from speaking."

Bara's first strategy for teaching speaking is to make it engaging and fun. This strategy uses variety is key. So, use a variety of activities that target different learning styles, such as games, role plays, discussions, and projects. As Bara said,

Bara: "First of all, we mix activities, targets, and different learning styles, like games, roleplay, discussion, and certain projects. Presentation, or whatever it is. But the most important thing is here, games, roleplay, discussion, and projects. Well, that means it can, and yes, can make students use information better. Like using what, using interactive tools like quizzes, like learning more dynamic."

The second strategy Bara uses to teach speaking is Focus on communication. This strategy creates opportunities for students to speak. So getting students to speak early and often through discussions, dialogs, presentations and group activities. As Bara said,

Bara: "The second one is focus on communication, which means we get students talking early and often through discussion, dialogue, presentation, and group activities. So, we get students talking early and often through discussion, dialogue, presentation, and group activities. So, it's like discussing, for example using real situations, real-life situations, and topics that students can connect with that topic to make learning more meaningful."

The third strategy Bara uses to teach speaking is Solid foundation. Starting with a strong vocabulary. So, teaching new words in context with visuals and activities is essential to building a strong foundation. As Bara said,

Bara: "The third one is the solid foundation, the foundation is like, what is it, so we create one word, teaching new words in context, in context with visual and active is essential for building a strong foundation. For example, if we say grammar for understanding, it means that the focus is to explain grammar rules clearly in a simple way. We don't need to explain about patterns. What are the patterns? Just go straight to the example of template, template, template, template. Well, it means, but the priority here is communication over memorization."

The last strategy Bara uses to teach speaking is to cater to your students. The teacher must be able to understand the needs of the students. So, adapt teaching methods to students' needs and learning styles. And create a supportive classroom atmosphere. As Bara said,

Bara: "The last one is a bit stranger, caters to your students so it's like English Special Purpose. So it teaches methods for specific, specific methods, for example, specific needs, and learning styles of your students, for example he wants to sail, or become a flight attendant if, in other words in the Kampung Inggris, it is known as English Special Purpose or ESP so there are also several classes and others, for example flight attendants, there are many, so there are several flight attendants who have asked if it's like this, students about vocab on the plane, well that means according to their needs, it's like solid foundation but this is a special purpose, yes, it's clearer the goal."



Figure 1.3 making fun games

The reason for choosing to use this strategy.

The strategy is designed to activate learners directly in the process of learning to speak. By providing tasks, exercises, and group discussions, learners are invited to interact orally in a structured way. This is in line with the purpose of the speaking class to improve learners' speaking skills. The materials prepared by the teacher have been adapted to the learners' ability level so that they are easy to understand and apply. Relevant and interesting topics and vocabulary can also motivate learners to participate more actively. The researcher presents the interview excerpt as follows,

Bora: "Why do I use this strategy? Because as far as I know, it's the most effective way to get the members to speak up and be active and they will get out of the box challenges that they haven't gotten before, and it will really make an impression on their day. The games are fun, and they don't just play games but "I can be a good listener they say so means that they can speak everything they want in my class" because it applies the two ways learning method. Then also fun learning of course, how do we do it when there are members with wrong pronunciation or wrong meaning or there is a correction from us, well how do we make the members not feel blamed with the language, okay there is a little praise, okay that's good but you have to say blablabla. So, the member feels oh I'm not blamed when in this miss's class, yes I was wrong but she didn't blame me, but I realized that I have to fix it, without the word wrong."

Bara: "okay if to choose from all of them, I would definitely choose the first one first to make it engaging and fun okay, I would definitely choose that because for the basic ones it's impossible for us to focus on communication because while he can't even talk yet. But from the game's first from the role play role play, we definitely give examples that are in the dialogues or conversations that I have formed or given."

How to apply the strategies

This section is about how to apply the strategies they use to teach speaking in Kampung Inggris. Based on the interview data obtained from Bora and Bara there are several ways to apply these strategies, such as dividing them into groups according to their abilities and making the class like an orchestra where students are required to speak. The researcher presents the interview excerpts as follows,

Bora: "To implement these strategies, it is very easy when in the classroom we have to divide several groups, then we insert these strategies. So, for example, if it is to implement "confidence", surely children have a very high sense of self-confidence, especially if they start from the basics, their anxiety is very high. So later we separate children who are quite able or who cannot, we separate them. So, for example, in one class there are two groups that can and those who cannot. Well, later there we will apply some of these strategies and later the portions will vary, depending on their abilities."

Bara: "In my opinion, the class should be like an orchestra where the students have to talk, talk, talk, for example, if someone is lazy, I keep pointing at him so that he keeps talking. For the first 5 minutes, we review the material that we learned yesterday. Then we give 10-20 minutes of material, then we give games, for games or roleplay I can take up to 30 minutes. Before we close the lesson, the last 15-20 minutes, usually the feedback must be smooth, it must be played. how should he say it like this. Oh, the feedback is like this. That's it, that's the end of the strategy."

Response from students when using the strategy.

The researcher got positive responses from the students who had been taught by Bora and Bara after using the strategies they applied in their learning process. They showed improvement in their speaking ability compared to the beginning of the meeting. Vocabulary and pronunciation became more fluent after much practice. They also gave positive feedback to the teacher because they felt that the strategies used were effective in improving their speaking skills. With this positive response, the speaking learning strategy used is considered successful in achieving the goal and can continue to be applied. As said by Bora and Bara,

Bora: "I like it, so from the beginning, I asked them "what Is your problem with English?" "What is the difficulty of English?" yes, they said that They have no confidence, they can't pronounce it and they rarely practice. Automatically, when I give the strategy, the response is very good, and they accept it even though they are sometimes afraid of being wrong because many are bullies. But when in the Kampung Inggris it doesn't happen. So, they are very happy, and they can finally do it."

Bara: "Wow, it's really good to say that the favorite teacher of the class is always lively, the tutor is always energetic, it's very useful. Yes, what we use is make it engaging and fun so we don't have to be strict, for beginners the first month we use that first and then we can also use a solid foundation with that first, just make it fun and let their critical thinking or not their imagination change. They want to say anything, as long as it's in class. You can even talk dirty but in class. It must be in class, and he's always helped."

Strategies according to participants that are most effective for improving students' speaking skills.

Based on the interview data, the strategies considered most effective by speaking class participants to improve students' speaking skills are: According to Bora, the strategies that Bora uses to improve speaking skills are the three strategies that have been applied that are the most effective. The three strategies are the two-way learning method, fun learning method of course, and games. While according to Bara, they make it engaging and fun, and total brain. The researcher presents the interview excerpts as follows,

Bora: "The most effective strategy to improve English skills. Of the three, it is already very effective for me. The three that I mentioned earlier are very effective. Anyway, we invite them to be confident first.

Bara: "Okay, if I can take the first one, make it engaging and fun, and usually we have a potion there, called total brain. for example, before class we have an intention, it's called a mantra, I say, okay, good morning? morning, morning, morning. how are you today? I'm great, I'm wonderful, I'm fantastic for example. unconsciously, he can say if someone asks, how are you, then he says, oh I'm great. for example, if I ask this, what's the problem of vocabulary? Vocabulary is not about how many vocabularies you save in your brain. But it's about how fast you can recall them. Now, when he has other questions, for example, this. What's the problem of learning English? Or what's the problem of blah blah blah? So, he can use that template, for example. It's not about learning and memorizing every single day, you need to know how fast you can recall them. That's a template that he can unconsciously use. Using total brain, he can say, cas-cis-cus cas-cus. That means if he wants to say, I want to be able to work, I want to be able to eat, I want to be able to go, I want to be able to what blablabla. He just uses that template, without knowing what the grammar is."

Other strategies to improve students' speaking skills.

The last one contains some other strategies that can be applied to improve students' speaking skills. With a variety of strategies, students can be helped to hone their speaking skills thoroughly and enjoyably. The researcher presents the interview excerpts as follows,

Bora: " Many! There are many strategies, so it depends on the level of the child who is taking the speaking. For basic, it means what the strategy is, for medium, what the strategy is, and for advanced, what the strategy is. Okay, for the basic strategy that I often use is "just let it flow" I really trust them to practice first, the important thing is that they dare to speak. Even if it's wrong, it's okay if they dare to say it. Then secondly, for the medium ones, we start to correct some of the wrong vocabulary or incorrect pronunciation, we provide input because already the medium name can already find that sometimes there are mistakes like that. For the advanced ones, we just invite them to chat because they need a friend, so we entrust them 100%, we chat, later there will be some questions beyond that."

Bara: "Yes, of course, by watching videos and reading some articles. well, that's if his insight is that he often reads articles or materials that I provide dial smoothly to talk, discuss smoothly. everyone can easily do this talking about gender equality or what is it everything else that you want to deliver and discuss it but it's gonna be challenging for you, you cannot go deeply into that lesson. they just know about how to get small talk and ask something. Well, that's the function of reading outside articles. Or watching videos so we know what the world is talking about right now, e.g. war and genocide, what this type of genocide is. So, I give you advice to watch this, then after watching it we discuss what you get. Furthermore, I also give

other strategies to improve speaking skills, for example, the check-up-free articles that I have are usually about free trade or not global trade."



Figure 1.4 discussing with friends

How to overcome these challenges

To overcome challenges when teaching English in speaking proficiency. There are so many ways to overcome them. Bora and Bara have different ways to overcome these challenges. As Bora and Bara said,

Bora: "For me, the solution is "be humble be kind and realize what we are doing, what for?" what are we doing this for? Is it just for the sake of making money or do we want to help people so that our lives have more value, also, we must change their mindset, the mindset of members in speaking classes is 2, namely: the first is "be brave" and the second is "be confident" brave after that confident."

Bara: "Okay, to overcome these challenges, I usually make it fun, like the method I use is total brain. How can I make the class lively for the first 15 minutes, the rest is just material so that they don't get sleepy, they get bored, that's how to overcome it and sometimes I make some games, the games also relate to previous lessons or their lives. "

DISCUSSION

This section contains a discussion of the research that describes the findings of the data analysis in detail. In accordance with the research objectives, this discussion is divided into two parts. The first will focus on the challenges faced by speaking teachers in Kampung Inggris, and the second is related to the strategies used by speaking teachers to overcome these challenges in Kampung Inggris.

A. Challenges faced by speaking teachers in Kampung Inggris

This research aims to explore the challenges faced by speaking teachers in Kampung Inggris. Therefore, the challenges that occur when teachers are teaching speaking are natural in Kampung Inggris because there are diverse language and cultural backgrounds of learners, diverse levels of English language skills, different motivations and learning interests, and limited English language environment. Because even though they are in the Kampung Inggris, learners still often use their mother tongue in everyday life. In this section, based on the interview data that has been taken by researchers to Bora and Bara, the results of this study show that there are several challenges faced by speaking teachers in Kampung Inggris.

The first is the lack of self-confidence in members that makes them hesitant to speak in public, whether it is related to feelings of doubt, fear of being wrong, feeling anxious, and feeling insecure. In the same study, Fitzgerald (2011) also found that students' lack of confidence in their English language skills was also an obstacle. They lacked confidence so they were reluctant to participate in

class discussions. Limited opportunities to practice speaking in English outside of class also impacted on students' low communication skills. The main challenge is how to make members who are not confident more confident. Because confidence is important for a person to be able to speak in public smoothly and comfortably. Therefore, there needs to be a special effort for instructors to boost members' confidence to speak fluently in public. For example, by providing practice opportunities, constructive feedback, and wholehearted support.

The second result of this research is the lack of student discipline, such as sleepiness in the middle of the learning process, one of Bintari and Cahyono's (2020) research findings is the lack of student discipline which is a challenge for teachers in the English learning process. For example, many students were seen sleepy in the middle of the learning process (Bintari & Cahyono, 2020). This hinders students' concentration in following the lesson, and when teachers in Kampung Inggris meet students who come to Pare (Kampung Inggris) only for escape. Why can it be said that coming to Pare (Kampung Inggris) is only for escape? In my opinion Pare (Kampung Inggris) is indeed an escape. An escape for those who are confused about finding their identity and developing their personality, an escape for those who want to achieve their goals, a place as an escape from the various problems they face in their place of origin, such as family, friendship, or work problems, an escape for those who are refreshing themselves from the routine of a very busy life, and boredom. Pare is also a place of escape for those who want to find a mate,

Therefore, in Pare, everyone learns from each other. In cafes, food stalls, on the balconies or terraces of boarding houses, or in camps. There is no discussion other than discussing the complexity of grammar material, the difficulty of learning pronunciation, or understanding word by word in speaking classes. All that makes Pare have a high learning culture, so people who go there are indirectly required to study seriously, and it is natural that Pare (Kampung Inggris) is considered a "city of escape". Pare is not just a village filled with courses. More than that, Pare (Kampung Inggris) has managed to create a system that makes its people more serious in preparing for life. According to Budi Hermawan's ethnography, he observed that Kampung Inggris transformed into an educational tourism village (Hermawan, 2018, p.335-338).

The third is the factors that make learning difficult. In this case, the factor that makes learning difficult according to Bora is when no one in the class dares to speak up, because most members are still too shy to speak in front of others and have an unprepared mindset. Meanwhile, according to Bara, the factors that make learning not go smoothly include pressure or coercion from parents, differences in motivation levels between enthusiastic and less motivated students, or just escape. To encourage students to speak, teachers need to guide students to be brave enough to pronounce words, and then arrange them into simple sentences. The example sentences taught should be appropriate to the students' ability level. As stated by Maryanti et al., (2021) that teaching speaking skills to students is hampered by various factors such as distractions, students' lack of vocabulary, and limited time. Teachers use various methods to overcome these problems, such as motivating students, introducing new vocabulary, and giving additional assignments.

The fourth is the occurrence of the challenge. This can happen due to many factors. According to Bora, going back to the factors, why are members still unable to speak in front of others? Yes, because the environment greatly affects our learning process as members. So, the solution is to find a supportive environment. According to research by Jefiza (2017), this study examines the level of motivation and attitudes of high school students toward English lessons. The results show that students' motivation and attitudes are influenced by internal and external factors related to peers, teachers, curriculum, and facilities. Intrinsic motivation and positive attitudes towards English have a significant effect on the achievement of learning outcomes. Meanwhile, according to Bara, the challenge occurs during holidays, because many people are sent to study in Pare (Kampung Inggris), especially schools such as junior high schools, high schools, and university students.

The last one is the underlying cause of the challenge. For this challenge, Bora feels that there is no cause for the challenge to occur. Because according to Bora if we as tutors are capable, and

friendly like social butterflies, the possibility of these things almost won't happen during learning. Meanwhile, according to Bara, the cause of the challenge occurred because when they went to Pare (Kampung Inggris) during their vacation time, they only went to Pare (Kampung Inggris) to fill their free time, to fill their vacation time, not to study. This research is in line with previous research conducted by (Hermawan, 2018, 334-338) He believes that tourism will influence why people stay in Kampung Inggris, especially millennials. He mentioned that learning can be enhanced by traveling. On weekends, they travel to various areas both within and outside the region.

It can be concluded that the main challenges for speaking teachers in Kampung Inggris are lack of confidence, lack of student discipline, the factors causing the challenges, the occurrence of such challenges, and the main causes of these challenges.

B. Strategies used by speaking teachers to overcome these challenges in Kampung Inggris

This section discusses the strategies used by the teachers to overcome the challenges in Kampung Inggris. There are many strategies used by speaking teachers in Kampung Inggris to overcome these challenges. Each teacher has a different way to overcome these challenges. Before applying the strategies, participants were asked about preparing materials before teaching. According to Bora, she prepares her lessons with a lesson plan per period that has been prepared by her institution. And if the institution doesn't prepare it, Bora must make her lesson plan. Well, from the lesson plan that's how Bora prepares the material before teaching. Bara, on the other hand, prepares her material at night, so the next day she just needs to give a template according to the material.

The first strategy that will be reviewed is the one used by Bora, namely the two-way learning method, fun learning method, and games. The first one is the two-way learning method where not only the teacher center is more active in speaking, but also the students. So, the more interactive is dominant to the student. And that will make the student speak fluently. Then there is the fun learning method, it is a teaching approach designed to create an interactive, interesting, and fun learning atmosphere for students. this pare Kampung Inggris method is certainly in use. And the last one is games. So not just games but games related to the material. This research is in line with previous research conducted by Hermawani, (2019) which shows an increase in students' speaking learning outcomes after the application of the Snakes and Ladders model. Meanwhile, there are 4 strategies used by Bara. The first is to make it engaging and fun. So, in this variation, the key is to use a variety of activities that target different learning styles, such as games, role-playing, discussions, and projects. This will keep students engaged and will help them remember information better. It also uses interactive tools, apps, and online resources such as quizzes to make learning even more dynamic.

The second one focuses on communication. We as teachers must create opportunities for them to speak. So, we encourage students to speak early and often through discussions, dialogs, presentations, and group activities. Then use real-life situations and topics that students can relate to make learning more meaningful. This research is in line with research conducted by Yulianti and Sulistiyawat (2020) who previously introduced the focus group discussion (FGD) learning model in personality development courses to improve students' public speaking skills. By using the FGD learning model, students foster critical, creative and innovative thinking skills by preparing presentations and group discussions. The results of applying the FGD model in learning are expected to develop students to strive to improve their public speaking skills (Yulianti and Sulistiyawati, 2020).

The third is a solid foundation, this strategy starts with a strong vocabulary. Such as teaching new words in context with visuals and activities is essential to building a strong foundation. Using grammar for understanding, which focuses on explaining grammar rules in a clear and simple way but prioritizes the use of those rules in communication over memorization. Rossiter (2021) explains that language learning will not run smoothly without understanding grammar. Written language skills require a good command of grammar compared to spoken language because written communication

is indirect. Teachers should provide grammar education in such a way that students can understand it without difficulty.

The last one is to cater to your students. We as teachers must be able to understand their needs. We must adapt our teaching methods to the needs and learning styles of the students. And build a positive environment. We create a supportive and encouraging classroom atmosphere where students feel comfortable if they make mistakes.

Then the second is the reason for choosing to use the strategy in the speaking learning process. The reasons obtained from these two participants are different. According to Bora, the strategy he has used during speaking lessons is the most active way to make members dare to speak and actively speak. Every game and method given at the end of each month is always followed by testimonials by Bora. Meanwhile, according to Bara, if to choose all the strategies that have been applied, Bara chooses to make it engaging and fun because students can't speak yet. So, we give it from the games first, then role play. The results of this study are in line with previous research conducted by Maryanti et al., (2021), the results of the interview found that the strategies used by teachers include role playing, storytelling, playing cards and other techniques that are in accordance with the material or discussion of the topic.

The third is how to apply these strategies. As already explained, Bora and Bara have different strategies as well as different ways to apply these strategies. According to Bora, applying these strategies is very easy. Bora divides the class into several groups according to the student's abilities and then incorporates Bora's strategies into the students. Crisianita and Mandasari (2022) argue that small group discussion is a method used by teachers and students to improve their speaking skills, because teachers can focus on individual students and provide feedback. The results of this study are in line with previous research conducted by Crisianita and Mandasari (2022), the results of this study indicate that the use of small group discussions to improve speaking skills is effective because in small groups, students are more confident in communicating ideas and critical thinking and in accordance with the characteristics of child learners.

Meanwhile, according to Bara, the class must be like an orchestra where students must talk, talk, talk. For example, if there are lazy students, Bara keeps pointing at them, so that they keep talking. The way to implement it is for the first 5 minutes to review the material learned yesterday. Then the material is given 10-20 minutes, and then a game is given, for games or roleplay Bara can take up to 30 minutes. Before closing the lesson, the last 15-20 minutes, usually feedback must be done first. According to Arifin (2021), the use of role-playing technology is a suitable method for language learning as it allows students to engage in the learning process without being distracted.

The fourth is the response from students when the teacher uses the strategy. The responses obtained by the two participants from the students were all very positive. Like the response from Bora who liked the strategy he used. And the response from Bara is good, and students give praise to Bara such as "the most favorite teacher, the class is always lively, the tutor is always energetic, and very useful".

The fifth is the participant's opinion on the most effective strategy to improve students' English language skills. According to Shanthi et al., (2014) suggested that language learning strategies are important factors in the development of communication skills. Language learning strategies are specific actions that learners take to make it easier, faster, more enjoyable, more independent, more effective, and more easily transferred to new situations. In this case according to Bora, of the three strategies are the most effective for improving English skills. The most important thing is to make students become confident first. Meanwhile, according to Bara, the first is to make it engaging and fun and total brain. So, we give a lot of templates so students can unconsciously use the templates so that they can speak fluently without knowing what the grammar is.

The last one is asking about other strategies to improve students' speaking skills. According to both participants, they have many other strategies to improve students' speaking skills. According to Bora, the strategy depends on the level of ability of the student who is speaking. If they are still

basic, Bora just let them practice first because the most important thing is that students must dare to say. Then the medium one, Bora starts to correct the wrong vocabulary and pronunciation and gives feedback. The last one is advanced, so Bora believes 100% that they need a friend to chat with, so they are invited to chat discussions and later some questions will be given. Meanwhile, according to Bara, one of the strategies that can be used to improve speaking skills is by reading articles or watching news videos regularly. By reading articles and watching videos, students will gain greater insight into actual issues in the world. They will know what topics are currently being discussed. For example, genocide, free trade, and other topics. After reading or watching, the next step is to hold a class discussion to exchange opinions and understanding of the material that has been read or watched. The teacher can ask questions to motivate students to participate in the discussion. A summary of students' understanding of the articles read can also be requested. This research is in line with previous research conducted by Fitria Aprilia (2019) which suggests that the use of authentic audio-visual resources, such as news videos, can help students in learning and teaching speaking.

And finally, how teachers overcome these challenges. The strategies used also vary. According to Bora, the solution is to be humble be kind, and realize what we are doing, what for? for the first time, we must change their mindset. the member's mindset in the speaking class is 2, namely: the first is "be brave" the second is "be confident". So that members can be confident, and their speaking will automatically progress much better than before. Meanwhile, according to Bara, he usually makes things fun, like the method used is total brain. So total brain is how the class can be lively for the first 15 minutes then the rest is just material, so that members don't get bored. Sometimes I also make some games that relate to the lesson or their lives. Miranda and Wahyudin (2023) found in their research that there are several challenges and variables that affect students' success or failure in using oral strategies in learning and teaching English. Speaking skills can be further improved by using effective language learning techniques.

It can be concluded that the strategies used by speaking teachers in Kampung Inggris are varied. Through a combination of these strategies, teachers in Kampung Inggris can help students become a place to obtain meaningful learning and effective self-development. The key to success is the ability of teachers to adapt, innovate, and establish good relationships with students. With the right strategies, the challenges of teaching speaking skills can be overcome.

CONCLUSIONS AND SUGGESTIONS

Based on the objectives of this study, it can be concluded that speaking teachers in Kampung Inggris experience several challenges when teaching speaking. English teachers in the institutions face challenges in the form of low self-confidence when teaching Speaking materials. This is due to the lack of strengthening competence in teaching Speaking. Then the lack of student discipline when the Speaking learning process takes place is a challenge for teachers because students are difficult to focus and actively speak. Factors inhibiting the Speaking learning process such as students who are still not brave enough to speak and from parental coercion, escapism, or low learning motivation. These challenges often occur in every process of teaching Speaking in the classroom. In response to these challenges, participants have their own learning strategies applied by tutors to overcome these challenges.

The research findings highlighted some effective methods. Such as Bora's two-way learning methods, fun learning methods of course, and games. Here Bora engages students more in practical exercises in class and uses educational games. Bara's strategies are to make it engaging and fun, focus on communication, solid foundation, and cater to your students. Whereas Bara encourages more discussion and interaction in class and encourages students to talk, talk, and talk. These strategies were identified as important tools used by tutors to improve speaking instruction and create a more conducive learning environment.

It can be concluded that tutors in the Kampung Inggris face these challenges in their speaking teaching, ranging from students' lack of confidence, and discipline problems to going to Pare

(Kampung Inggris) only for escape. The conclusion of this study emphasizes the need to wholeheartedly support students in their engagement in the classroom, as well as using strategies that are engaging and memorable for students, involving students in any speaking activities, including educational games, and encouraging students' speaking skills. And the strategies applied by the speaking teachers in this Kampung Inggris have been proven to improve students' speaking skills and build a more comfortable learning environment. These strategies and solutions not only overcome the challenges, but also contribute to a richer English learning experience for students at the Kampung Inggris course. The methods or strategies used are diverse and varied and reflect the teachers' dedication to ensuring the success of their students, overcoming challenges, and building a fun and effective learning environment.

Based on the results of this study, there are several recommendations for future researchers. First, For teachers, teachers are advised to provide varied and interesting learning strategies or methods for students and create relevant speaking media and learning resources for students. Teachers are advised to prepare well before starting the teaching and learning process. To make students more active in practicing their speaking skills both inside and outside the classroom, in addition, to maximizing students' interest in practicing their speaking skills, teachers should provide a learning environment that provides sufficient opportunities for students to practice them. Second, Students, to further improve their confidence, discipline, and motivation to learn by actively participating in the speaking learning process, and often practicing speaking English outside the classroom to improve their ability. They can also talk to their classmates when outside the classroom, as well as talk to their teachers to ask for advice, for example about things they have to improve whether it's about grammar or pronunciation. This study still has many shortcomings, therefore further research is needed. Future researchers are expected to try to examine the challenges faced by speaking teachers in Kampung Inggris using different methods.

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