A DESCRIPTIVE STUDY OF ENGLISH TEACHING SPEAKING STRATEGIES APPLIED BY TUTORS AT KAMPUNG INGGRIS SOLO

THESIS

Submitted as A Partial Requirements

for the degree of Sarjana in English Language Education Study

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Thank You for your attention.

Wassalamu'alaikum wr. Wb

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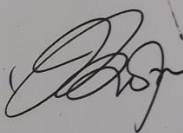
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DEDICATION

This thesis is dedication to :

1. My beloved parents (Bpk. Sugito & Ibu Lasmiti)

2. My Big Families (Trah Asmo Taruno & Trah Sukamto)

3. My future wife and children

4. My Advisor

5. My tutors

6. My students

7. My classmate (8A English Language Education Study Program)

8. All of my friends

9. My almamater UIN Raden Mas Said Surakarta

MOTTO

"Wear gratitude like a cloak and it will feed every corner of your life"

-Maulana Jalaluddin Rumi-

"Stay Hungry and Stay Foolish"

-Steve Jobs-

"I'm not worried about what I will become in the future, whether I will succeed or fail. But, what is certain is that what I do now will shape me in the future."

-UZUMAKI NARUTO-

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled, "**A Descriptive Study of English Teaching Speaking Strategies Applied by Tutors at Kampung Inggris Solo**" is my real masterpiece. The things out of my masterpiece in this thesis are signed by citation and refered in bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction the form of repealing my thesis and academic degree.

Sukoharjo, 5th Juny 2023

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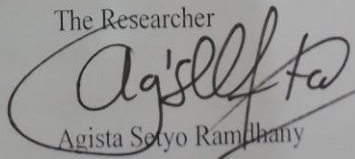
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ABSTRACT

Agista Setyo Ramdhany. 2023. *A Descriptive Study Of English Teaching Speaking Stratgies Applied By Tutors At Kampung Inggris Solo*. Surakarta: English Language Education Study Program. Faculty of Cultures and Languages. Raden Mas Said State Islamic University Of Surakarta.

Advisor : Sabariyanto, M. Pd

Keywords : Speaking, Teaching Speaking, Teaching Speaking Strategy

Speaking is the ability to communicate an idea and message orally. This can be realized if the members have the correct pronunciation, qualified vocabulary, self-confidence. To support all of this requires a strategy that can improve the ability of the members in terms of speaking. Therefore, this strategy can help members master speaking properly and correctly. Based on this statement, the researcher analyzed the strategies implemented by the tutors in Kampung Inggris Solo. The purposes of this research are to find out: (1) the kinds of strategies are used by tutors in the teaching English speaking at Kampung Inggris Solo, (2) the problems tutors faced in implementing English teaching speaking strategies at Kampung Inggris Solo, (3) the solutions to overcome the problems in implementing English teaching speaking strategies by the tutors at Kampung Inggris Solo.

The design of this research is descriptive qualitative research. The research subjects were tutors who taught the speaking class. Collecting data in this study using observation, interviews and documentation. The data collected is analyzed using the theory of Miles and Huberman (2019), namely data reduction, data display and conclusion. Researchers use data triangulation to check the validity of the data.

The results related that thare are three strategies the tutors implemented in teaching speaking: Debate, Describing Picture and Discussion (Kayi, 2006). Then the problems faced by tutors in teaching speaking include lack of pronunciation, lack of vocabulary and lack of confidence (Chen, 2009). Furthermore, the solution to overcome the problems faced by tutors in teaching speaking is that members will be asked to read the alphabet and vocabulary, members are asked to interpret and translate words and sentences from Bahasa to English, members asked to continue practising using English, remain relaxed when speaking English and given motivation by tutors so that members can speak English properly and correctly.

CHAPTER I

INTRODUCTION

A. Background of the Study

Speaking is communicating an idea and message verbally. Where in this case, to be able to communicate this correctly, it takes someone who can help. According to Bilbrough (2007), speaking is the ability to say something clearly and the meaning is known through the speaker after the interlocutor can digest the speaker's statement to recognize the intent the speaker wants to convey. Besides that, speaking is not just expressing thoughts and ideas. This is supported by the opinion of Coliie and Stephen (2006), speaking is a form of verbal communication to convey thoughts, ideas and feelings through words. Therefore, to help members make it easier to master a language, tutors will help them by teaching them to speak English. So that they can quickly and correctly communicate using English and achieve the desired communication goals.

Then teaching speaking is one of the essential things in language education at EFL, where speaking teaching will significantly contribute to learners both at school and in the course. Therefore, it will be easier for members to learn English. Then improving their skills in dialogue or speaking in English will be achieved according to the expected target. For this reason, these tutors must be highly dedicated and able to pay great attention to teaching speaking. Cameron (2001) says that the main thing in

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teaching and learning for the most influential early learners is through speech because, orally, learners speak more efficiently and quickly. So that way, the members will get maximum results, especially their speaking skills will increase significantly.

According to Nasution (2023), teaching is a series of environmental activities carried out by the teacher in controlling the area as well as possible, then connecting it with the students so that the learning and teaching processes are intertwined. Therefore, tutors who teach speaking English must produce fun, engaging, and interactive speaking classes for members so they can make them confident when speaking English. To realize this, tutors need to prepare effective teaching speaking strategies when teaching students in class.

The teaching strategy is a series of teaching activities carried out by the teacher to students with the aim that learning activities can be achieved efficiently and effectively (Kemp, 2008). After that, the tutors must be able to choose the right strategy for teaching members to speak. Where the strategy is used to improve the skills of members in terms of speaking English. Besides that, this strategy for teaching English speaking skills was created so that all members can gain knowledge and be able to achieve the educational goals that have been targeted. Therefore, implementing teaching strategies to speak English must be matching the atmosphere and circumstances or the members' abilities so that the results are optimal.

Based on the results of the pre-research through observation, Kampung Inggris Solo is a place that provides teaching and learning processes combined with various strategies for teaching speaking and supportive environmental factors for its members. Besides that, the tutors in Kampung Inggris Solo use attractive strategies in teaching speaking so that the members can enjoy and understand the existing learning. Where the strategies used in teaching speaking include : Debate, Describing Picture, and Discussion.Which is very meaningful to help improve members' speaking skills. So that they can speak English well, have fluent pronunciation, and understand English itself amd can communicate with others. Which is Dr. Kurniawan M. Hum founded Kampung Inggris Solo in 2011.

Therefore, the researcher chooses Kampung Inggris Solo as the research location. The researcher chooses Kampung Inggris Solo because of the students' different backgrounds; some speak English, and some need to be fluent in English. Moreover Kampung Inggris Solo is a place for English lessons where members come from various educational and geographical backgrounds. Kampung Inggris Solo is one of the English tutoring places. The address of Kampung Inggris Solo at Sukoharjo, Jawa Tengah.

Furthermore, there are several previous studies related to *English Teaching Speaking Strategies*. The first is the research according to Arodjiah (2020) through her thesis entitled *"The Strategies Used By*

English Teachers In Teaching Speaking (A Descriptive At SMP Negeri 23 Surakarta In Academic Year 2020/2021)" . The purpose of this study was to find out the teaching speaking strategy applied by teachers of SMP Negeri 23 Surakarta in grades 7th and 8th. The researchers used several data collection methods, including questionnaires, interviews, and documentation. Then the researcher used a qualitative descriptive analysis technique to analyze the data. The results of her research are that teaching speaking strategies are effectively implemented at SMP Negeri 23 Surakarta, namely by using role-play, question and answer, and storytelling methods.

The second is Rezeki, Sujarwo, and Ibrahim (2022) conducting research through a journal article titled *"The Teacher's Strategies in Overcoming Student's Speaking Problems at SMAN 1 Selayar"*. This study aims to determine the strategies used to overcome students' speaking problems at SMAN 1 Selayar. The researchers used several methods, including the questionnaire and interviews to collect research data, observation and interviews as the main instruments in this study, and the questionnaire as a secondary instrument. Then the researchers used mixed methods, namely qualitative and quantitative. The results of they research is effective teaching speaking strategies to overcome students' speaking problems at SMAN 1 Selayar by using the role-play method.

Based on the explanation above, the researcher wants to conduct a study entitled "**A DESCRIPTIVE STUDY OF ENGLISH TEACHING SPEAKING STRATEGIES APPLIED BY TUTORS AT KAMPUNG INGGRIS SOLO**."

B. Identification of the Problems

Based on the background above, the researcher found that several problems arise in Kampung Inggris Solo, including:

1. Tutors' teaching abilities are not optimal.

2. Tutors' teaching speaking method is less attractive.

3. Tutors has different studying backgrounds.

4. Tutors make no effort to improve their skills in teaching.

5. Members has different background and purpose.

C. Limitation of the Problems

In this research, the limitation of the problem is the teaching strategies used by tutors in teaching English speaking in Kampung Inggris Solo. The focus of this research are on the analysis of teaching speaking strategies applied by tutors, the problems faced by tutors, and solutions to overcome the problems in teaching speaking in Kampung Inggris Solo.

D. Formulation of the Problems

After knowing the identification of the problem, the researcher states the research problems as follows:

1. What kind of strategies used by tutors in English teaching speaking at Kampung Inggris Solo?

2. What are the problems faced by the tutors in implementing English teaching speaking stategies at Kampung Inggris Solo?

3. What are the solutions to overcome the problems in implementing English teaching speaking strategies by the tutors at Kampung Inggris Solo?

E. Objectives of the Study

After deciding on the research problems, The researcher states the objective of the research as mentioned below:

1. To find out the English teaching speaking strategies used by the tutors at Kampung Inggris Solo.

2. To investigate the problem faced by the tutors in implementing English teaching speaking strategies at Kampung Inggris Solo.

3. To find out the solutions to overcome the problems in implementing English teaching speaking strategies at Kampung Inggris Solo.

F. Benefits of the Study

The researcher expects to give some significant benefits to teaching speaking, and this study will be helpful for many parties. Some signs of the research that may be obtained are as below:

1. Theoretical benefits

   a. The results of this research paper can be used as a reference in developing teaching and learning processes, especially in teaching speaking.
   b. The results of this research paper can provide some input in using speaking skills teaching strategies that can be applied by tutors in courses or teachers in schools.

2. Practical benefits

   a. This research will be helpful for Kampung Inggris Solo tutors to improve their ability to teach speaking during the teaching and learning process.
   b. This research will provide additional information on practice speaking skills teaching strategies. It can also be used as an alternative in teaching speaking that can be used by tutors when teaching in courses or teachers at school.
   c. This research will be helpful for future researchers in examining English teaching speaking strategies applied by tutors in Kampung Inggris Solo.

G. Definition of Key Terms

In this chapter, the researcher will briefly define the key terms in this study.

1. Speaking

Speaking is an ability that involves not only knowledge of language features but also the ability to process information and language in place (Harmer, 2007).

2. Teaching Speaking

Teaching speaking is an activity in which the teacher imparts knowledge and speaking skills to his students (Richard, 2008). Where teaching speaking aims to teach students about how to use a laguage properly in communicating, expressing an idea or sharing information with others.

3. Teaching Speaking Strategy

Brown (2010) said that the teaching strategy is a way that is applied in the learning process that use according to the situation in the class. Applying the right teaching strategy will affect rational decision-making related to effective teaching strategies.

Wallace (2011) said that speaking is an oral practice with meaning; therefore, everyone must understand what they say in a foreign language.

So, the conclusion of the strategy for teaching speaking is a strategy used in teaching speaking with the aim that those who are taught can understand what is said in a foreign language.

CHAPTER II

LITERATURE REVIEW

A. Speaking

1. Definition of Speaking

Speaking is a significant skill that must be possessed by a teacher in teaching English (Maxom, 2009). It means showing that when someone wants to master a language, then he must have the ability to speak. Because speaking is a language skill, people can express ideas and information.

According to Tarigan (2009), speaking is a skill to convey messages through spoken language. Because that way, it will be easier to understand the intent or purpose of the message conveyed.

According to Chaney and Burke (2017), speaking is a process by which a person constructs and shares meaning through the use of verbal and nonverbal symbols in various communication contexts. So speaking is very important in daily communication whether using verbal or nonverbal.

According to Richard and Renandya (2022), students who study English aim to improve their language skills in terms of speaking. Because speaking is used for various purposes, namely to express opinions, convince someone, ask for something, describe something, complain about something, and so on.

Based on the definition of speaking above, we can conclude that speaking is a significant ability that someone must possess to master the language by constructing and improving speaking skills to achieve a goal through verbal or nonverbal in communicatig.

2. Function of Speaking

According to Richards (2008), he divides the speaking function into three parts:

a.) Talk as an interaction

Talk as interaction refers to communication between two or more people and repeatedly occurs through conversations spontaneously. The purpose of this interaction is to convey a specific message or purpose to the interlocutor because this is the primary function in social relations as social beings.

b.) Talk as a transactions

Talk as transaction refers to a message conveyed by someone to the other person and making him understand the intent or purpose that we convey. For example, in this case, teachers and students will focus on their talk regarding how they understand what is being said.

c.) Talk as a performance

Talk as performance focuses on monologues rather than a dialogue in terms of speaking. Which function of talk as performance usually occurs in people who give speeches, lectures, make public announcements, tell stories, and so on.

3. **Types of Speaking**

According to Brown (2004), he divides five types of speaking including:

a.) Imitative

Imitative is the ability to imitate a word, phrase, or sentence. Which, for example, is like a parrot that can imitate the various sounds we make.

b.) Intensive

Intensive is a type of speaking that focuses on grammatical, phrasal, lexical, and phonological competence. This type of test is completing sentences or dialogues and verbal questions or tasks with picture cues.

c.) Responsive

This responsiveness is focused on the response given where this type of responsive test is to assess task interactions such as;

debriefing, paraphrasing, giving orders and directions, taking tests of English orally, and so on.

d.) Interactive

This interactive is a type where tasks involve a long time, such as interviews, role-playing, discussions, and games.

e.) Extensive

This extensive is a type involves a complex and relatively span of discourse in carrying out its duties. Where examples of this type are in the monologue with the following examples; oral presentations, using visual cues, retelling a story, translation, and more.

4. The Purposes of Speaking

According to Nation and Newton (2009) said that there are eight objectives of learning to speak including:

a) To achieve and expand the linguistic competence of students.

b) To increase their confidence in using spoken English.

c) To develop their ability to analyze and evaluate oral performance.

d) To sharpen their strategic competencies in face-to-face interactions.

e) To convey their message to others.

f) Learners can use communication, a dictionary, or previous input to cover gaps in their product knowledge.

g) There are many opportunities to earn.

h) Students talk about things that are most familiar to them.

5. The Components of Speaking

According to Brown (2004), argues that there are five components in speaking:

a.) Pronunciation

Pronunciation is a word that is pronounced orally, aiming to make our communication with our interlocutors clear, and not cause mistakes because this pronunciation will affect the understanding of the interlocutor in capturing the message we are conveying.

b.) Grammar

Grammar is a type of language rule that regulates the criteria for using words and sentences. So grammar is needed for students to compose correct sentences both in writing and orally through conversation.

c.) Vocabularies

This vocabulary is essential in using a second language because it will affect how we communicate with others. Because the key to the success of communicative communication is the power of vocabulary. Therefore, knowing a lot of vocabulary will make it easier for us to express ideas, feelings, and thoughts both in written and oral form.

d.) Fluency

Fluency in spoken and written language indicates an action that is expressed smoothly and accurately. It means that fluency can be interpreted as an ability to speak communicatively, fluently, and with accuracy. In the teaching and learning process, if the teacher wants to check the fluency of his students then the teacher will allow them to express themselves freely. The goal is to help students speak fluently and relax.

e.) Comprehension

Comperhension refers to the fact that participants can understand the nature of research projects, complex procedures, risks and etc. Where comprehension is an ability to understand and process a discourse landscape, formulating a representation of the meaning of a sentence. Therefore, in speaking this comprehension refers to the understanding of the speaker and the interlocutor about what they are talking about so that misunderstandings do not occur and they understand each other.

B. Teaching Speaking

1. Definition of Teaching Speaking

Teaching speaking is one of the main things in the teaching and learning process in the classroom conducted by the teacher. Where the purpose of teaching speaking is to improve the ability to interact through a language successfully, which involves understanding and production (Hughes, 2003). Besides that, the purpose of teaching speaking is to improve students' ability to communicate communicatively because then students will be able to express themselves, and can follow social and cultural rules that apply well (Kayi, 2006).

So teaching speaking is an action taken by the teacher with the aim that students can express everything communicatively and be able to interact and influence anyone under any circumstances. Related to this, in teaching speaking skills, students need a good and clear understanding. To be able to encourage the potential possessed by students and develop it even better in terms of speaking skills. With notes, teaching speaking focuses on activities that can make students active and creative so that their speaking skills improve.

Besides that, teaching speaking is very important for students because it will help to improve their ability to speak. According to Harmer (2007), there are three important reasons for teaching speaking, including:

a. Speaking activities can provide an opportunity to practice speaking for students in the classroom to improve their speaking skills.

b. The speaking task that occurs, in which students try to use all the spoken language they know with the aim of providing feedback between the teacher and students.

c. The more students have the opportunity to be active in the various language elements that they have stored in their brains, the more they will automatically use these elements easily and will make it easier when speaking.

2. Principles of Teaching Speaking

Nunan (2003), argues that there are five principles for teaching speaking, including:

a) Consider the context of learning a second language and a foreign language.

In this case, it is clear that the main target or goal of the second language context is the language of communication that exists in society because this second language is used almost every day to communicate. In the context of a foreign language, the target of this language does not exist because it is not used in communicating by the community. So learning a foreign language is challenging because it is not used in daily communication.

b) Provide opportunities for students to develop fluency and accuracy.

Fluency is how fluently students can use a language confidently and without hesitation when speaking. At the same time, accuracy is how accurate the students' utterances are following what is said by other people using the language that has been set.

c) Provide opportunities for students to speak using pair and group work.

This activity's primary goal is to practice optimally without any restrictions and add hours of practice in improving students' ability to speak.

d) Consider negotiating for meaning.

In this case, to clarify and confirm the extent to which students have understood or not the meaning of what has been said. It can be done by asking for clarification, repetition, and explanation during the conversation to get complete understanding.

e) Designing classroom activities that involve guidance and practice in both transactional and interactional speaking.

Transactional speaking is communication that occurs between two or more people to be able to solve problems and complete things such as; complete the exchange of goods and services. Meanwhile, interactional speaking is communication that occurs with someone with a specific purpose, where the scope of this realm is to build and interpret social relations.

3. Tutors Roles in Teaching Speaking

According to Bryne (2004), teachers must understand and know their role in teaching speaking. The following specific roles of the teacher in teaching speaking as follows:

a) Stages of Presentation

At this stage, the teacher acts as an informant. In which the teacher gives and explains new things for students to learn.

b) Stages of Exercise

At this stage, the teacher is a conductor and monitor. In which the teacher allows students to work under the appropriate direction given by the teacher.

c) Stages of Production

At this stage, the teacher provides opportunities for students to work independently without any assistance.

There are three essential roles in teaching, namely starting from the stage of presentation, the stage of exercise, and the stage of production. Where in the stage of presentation, the teacher distributes and reviews new material that students will learn. Then at this stage of the exercise, the teacher only supervises and gives directions to his students. And at the

stage of production, the teacher hands over assignments to his students to work on independently.

4. The Strategy Used The Tutors in Teaching Speaking

According to Gulo (2002) the teaching method is a tool used to help move what has been planned in the strategy. Implementing teaching strategies needed a method to be able to achieve learning objectives. Therefore, this method benefits for teachers in teaching and learning activities in class. Teachers still use the following teaching methods such as: the lecture method, the question, and answer method, the discussion method, the learning task and recitation method, the group work method, the demonstration and experiment method, the sociodrama method (*role-playing*), the problem-solving method, the team system method (*team teaching*), training method (*drill*), field-trip method, resource person method, community survey method, and simulation method and etc (Sudjana, 2004).

Besides that, teachers also use teaching strategy in the learning process. A strategy is a way that someone applies a method so that it can take place effectively and efficiently (Hamruni, 2009). The success of teaching speaking depends on the strategy used by the teacher in the classroom during the teaching and learning process in a class. According to Kayi (2006), there are several strategies that teachers can apply in teaching speaking English, including:

a. Discussion

This discussion is one of the techniques for learning to speak by making groups of three to five students in ongoing learning activities. The purpose of this discussion is to train and improve students' speaking abilities.

b. Role Play

Role play is a technique teachers to improve student's speaking skills. Where students will carry out a social role as it exists in real life. In this role-playing activity, the teacher gives a message or information to students related to who they are, and what they think and feel when they are going to role-play.

c. Simulation

This simulation is similar to role-playing, but it is more complicated. Because in a simulation, the players must use an object or item to create a real impression. Where the benefits of this simulation include: 1) increasing self-confidence in students, and 2) motivating students to show their best.

d. Information Gap

The information gap is one technique to solve existing problems and provide information. Where in this activity, students will work together in pairs. One of the students who has information will give

that information to his partner who needs this information. Moreover, each partner will not provide any information to the other party. Therefore, this activity is effective because everyone can speak freely according to what they know and have the information available.

e. Brainstorming

Brainstorming is a technique whose unique feature is that students are not criticized for the ideas, so they have so they will be open in terms of sharing their ideas. Where this activity depends on a topic discussed. Because that is what will become it lighter for students to think fast. Which will later affect the skills and speaking abilities of these students.

f. Storytelling

Storytelling is a technique that can improve students' ability to speak English. Besides that, storytelling will make students more creative and innovative. Because by storytelling, students can develop the ideas that are in their minds and make students confident when presenting the stories that will be conveyed.

g. Interviews

Interviews is a technique that can improve students' abilities and skills in speaking and also in socializing. Students will interview

someone by asking several questions to get critical information. Then students will present the results of their interviews in front of the class.

h. Story Completion

Story completion is a technique or activity that is so much fun because all students can speak freely and continue the previous story started by their teacher. Where in this activity, students are required to be able to make four to ten sentences to complete or continue the previous story.

i. Reporting

Reporting is an activity in which students are asked to read a source of information in a book, newspaper, or magazine. They report to their classmates regarding the exciting news they have found. Then present it in front of the class, which will improve their speaking ability.

j. Answers and Questions

Answer and question is an activity that can impact student development in responding to questions raised by the teacher and in asking the teacher related to learning material when teaching and learning activities occur.

k. Decribing Picture

Describing Picture is a technique that can improve students' ability to speak by describing something through a picture. In this activity, students can form a group that will be given different pictures and discusses them. Then one of them will present the picture. Besides that, this activity can train students' creativity and imagination.

l. Find the Difference

In this activity, students will work together with their partners to find similarities and differences that exist through the pictures given. will be presented.

Based on the theories mentioned above, a method or technique used in the learning process is adventageous because it can help teachers or instructors understand the material to their students and provide solutions related to problem-solving in teaching speaking.

C. Teaching Strategy

1. Definition of Teaching Strategy

In general, this strategy is used to achieve success in a goal. It shows that this strategy is fundamental to achieve something. According to Hamruni (2009), strategy is a plan, method, or series of activities designed to achieve specific educational goals. Therefore, it is appropriate for

teachers to have provisions, in this case, strategies for teaching students to achieve existing learning objectives.

According to Djamarah and Zain (2010), the intended strategy and at the same time becomes the theoretical basis, namely the basic strategy in learning to speak, as follows:

a. Identify and establish specifications and qualifications for expected student behavior and personality changes.

b. Choosing an approach system in learning that is appropriate to the conditions of students.

c. Choose and determine a procedure, method, or teaching technique that is appropriate and effective, and is able to make a guideline when carrying out tasks, in this case, teaching students at school.

d. Setting success standards or success criteria in teaching can later be used as evaluation material for teachers in improve learning during teaching.

Then here, it is necessary to emphasize the differences between strategies, methods, and teaching approaches. Teaching strategy is an activity carried out in teaching that includes procedures, methods, or techniques chosen by the teacher to make it easy for students to achieve learning goals (Kusnadi, 2008). This strategy is comprehensive in scope when compared to method and techniques.

According to Sutikno (2014), method is a method or procedure used in achieve specific goals. This teaching method is a structured way of working that provides convenience in effective learning to achieve learning objectives for students. Moreover, the teaching approach is a way that teachers apply in educating students to learn by the objectives of the learning (Rahmawati, 2011).

It can be concluded that this teaching approach is in the form of an initial plan to determine the learning process in implementing classroom actions that will be used in teaching and learning activities. Furthermore, according to Slameto (2010), teaching technique is a plan to use the potential and existing facilities to increase effectiveness and efficiency in teaching. Based on this understanding, this teaching technique refers to ways or methods, approaches, and a set of teaching tools and stages of teaching to achieve the maximum possible teaching goals.

From the explanation above, the teaching strategy used by the teacher will depend heavily on the chosen approach, and also the use of the teaching method that the teacher chooses will affect the teaching technique that the teacher will apply.

2. The Component of Teaching Strategy

Hamruni (2009) argues that there are several components of teaching strategies including:

a. Teacher

The teacher is one of the essential components that must exist. Because the teacher is a teaching agent who will educate students. Where in teaching, a teacher will be guided by the existing curriculum. In order to make students achieve the expected competency standards.

b. Student

Students are a component that carries out a good learning program design, aiming to achieve the learning objectives.

c. Purpose

Purpose are the basis for a teacher to choose learning strategies, materials, and learning media, and assess and evaluate learning. So that in this learning strategy, determining goals is the first thing that must be prepared and selected by the teacher concerned.

d. Ingredients

Ingredients or teaching materials are the main components of the teaching process. Ingredients or teaching material is a tool used to assist teachers in achieving teaching goals.

e. Method

Method is a method used by teachers to implement plans that have been prepared in the form of natural and practical activities to achieve learning objectives.

f. Media

Media is a set of tools teachers use in the teaching and learning process to assist in the delivery of learning material. Learning media is very important to make it easier to achieve existing learning objectives.

g. Evaluation

Evaluation is a component that functions to find out the results of the ongoing teaching and learning process. Where this evaluation is very important for a teacher because it will help teaching and learning activities. Based on its nature, this evaluation is divided into two, namely formative and summative.

h. Situation or Environment

This situation or environment is one of the components that will influence what kind of learning strategy will be used by the teacher concerned, which will later have an impact on the teacher's success in teaching and in terms of achieving learning goals.

D. Problems Faced by English Tutors in Teaching Speaking Strategies

In teaching speaking strategies, tutors face several problems where students need more interest in English because of their low motivation to learning English so their ability in speaking is not good. Zulfitri and Nurlaili (2020) research concerning difficulties in speaking English, where the research results are: poor student vocabulary, poor teacher teaching methods, unsupportive student environment, unsupportive student friends, poor student English pronunciation, and students motivation deficient in learning to speak English. On another hand, there is research conducted by Tambunsaribu and Galingging (2021) concerning the problems faced by English students, where that research results are: students need help understanding grammar, their vocabulary is limited, their pronunciation is not good, and their speaking is not good.

Based on research conducted by Chen (2009) with the title "*A Pilot Study Of Some Rocma Cadets' Difficulties In English Speaking Students*", the results of the research: students are not confident, they are not fluent in

speaking English, and their vocabulary is limited. Among the many problems related to learning English, there are several findings from several research journals about problems or difficulties in speaking English. Here are some of the difficulties in learning to speak English:

1. Lack of Pronunciation

Most students think a good English speaker is judged by correct grammar and good pronunciation. Burkart (2004) argued that speaking is an important language skill that must be mastered because it is used to assess their speaking ability. It is because speaking is a complex skill. After all, it relates to components of pronunciation, grammar, vocabulary, and fluency (Syakur, 2007). Then the problem most often faced by students is pronunciation (Hetrakul, 1995). Because they find it difficult to pronounce certain words because, in English, especially the pronunciation and writing are different. The pronunciation refers to the production of sounds whose scope is: attention to certain language sounds (segments), such as intonation, expression, stress, time, and rhythm (Richards & Renandya, 2002).

When students carry out the need pronunciation, it will affect the delivery of something to the other person when speaking. In English pronunciation, students must understand several such as vowel and consonant sounds, time patterns and emphasis, intonation and rhythm, and spelling. For example, learners with good pronunciation in English

are more likely to be understood even if they make mistakes in other areas such as grammar. In contrast, learners whose pronunciation is difficult to understand will only be understood if their their grammar is perfect. Therefore, students must have excellent and correct pronunciation.

2. Lack of Vocabulary

Vocabulary is essential to communicate effectively in a second language (Schmitt, 2007). However, unfortunately, students have difficulties learning to speak English because their vocabulary needs to be improved. Even though in speaking English, students need to master much vocabulary because that way, they will quickly learn how to speak well.

According to Hornby (2010), vocabulary is a collection of a word or a series of lexis that will be combined with specific rules in constructing language. In the research conducted by Nirwana (2015) with the research title "*Code Mixing Used Between Student And Teacher Interaction At The Fourth Semester Of English And Literature Department Of Adab And Humanities Faculty Of Alauddin State Islamic University (UIN) Of Makassar,*" that the difficulties of the participants found in learning English, namely: such as English translation, pronunciation, vocabulary, speaking and even one of them admitted that he did not like composing English words and formulas

because they were difficult to understand. Most students admitted that they had difficulties in terms of translation and vocabulary.

This vocabulary refers to the words used by the speaker when the speaker speak. In this case, students must have much vocabulary and understand it sufficiently to succeed and effectively communicate. For example, when a student is talking and then experiences problems because he does not know what words to say, the point of communication cannot be appropriately conveyed to the listener or the other person. In conclusion, for the conversation to run well, the speaker must have a lot of vocabulary.

3. Lack of Confidence

Based on research conducted by Dina and Ghadeer (2014) entitled "*An Investigation Of The Difficulties Faced By Efl Undergraduates In Speaking Skills,*" suggests that students who have a low self-efficacy view mean that they have low self-confidence regarding their ability to communicate using English. Due to demotivating factors in learning English caused by learning difficulties, threats to self-esteem, monotonous teaching, poor teacher-student relations, punishment, general and language-specific anxiety, lack of self-determination, and poor classroom management.

Because it makes them shy, it affects their confidence in speaking. Students who lack confidence will have difficulty conveying a

sentence. It causes them to be afraid of making mistakes when speaking. In addition, students are afraid of ridicule from friends. Peers' ridicule also affects the level of students' confidence in speaking. One example is when a student master and has linguistic knowledge in speaking but he is embarrassed to speak English because he always gets ridiculed by his friends. The ridicule makes his feel anxious so it makes his nervous or embarrassed to speak English.

E. Solutions to Overcome the Problems Faced by English Tutors in Teaching Speaking Strategies

In this section contains solution to overcome the problem faced by English tutors in teaching speaking strategies:

1. According to Elsjelyn (2014) regarding improving English speaking skills, there are several solutions to overcome the lack of pronunciation in speaking, including:

    a) When reading, they must read aloud.

    b) Read writing in English.

    c) Try the conversation using English.

    d) Trying to imitate the voices of the actors when watching English films.

2. According to Schmitt (2000), there are five classifications of vocabulary learning strategies to overcome the lack of vocabulary in speaking, including:

a) Determination Strategy

In this determination strategy, the solution to increasing students' vocabulary is by having students guess the meaning of an English text and look up its meaning in the dictionary.

b) Social Strategy

In this social strategy, the solution to increasing student vocabulary is by having students practice using the vocabulary they know by trying to recite it with their friends.

c) Memory Strategy

In this memory strategy, the solution to increasing student vocabulary is by memorizing English vocabulary when learning takes place.

d) Cognitive Strategy

In this cognitive strategy, the solution to increasing student vocabulary is utilizing students always practicing themselves in saying vocabulary.

e) Metacognitive Strategy

In this metacognitive strategy, the solution to increasing students' vocabulary is by implementing vocabulary learning in a supportive situation or environment to increase their vocabulary. One example is using the Spotify application by listening to song lyrics and then trying to pronounce them.

3. Based on research conducted by Asrida (2017) regarding strategies to eliminate anxiety, where there are several solutions to overcome an anxiety when speaking English, including:

a) Try to relax before speaking.

b) Make small notes before speaking.

c) Trying to pretend no one is watching when talking.

d) Practice in front of a mirror.

e) Practice speaking with classmates.

F. Previous Studies

To prove the authenticity of this study, the researcher presents several previous studies that specifically discuss strategies for teaching speaking English:

First, research conducted by Wahyudi (2020), "*English Teaching Speaking Strategies Applied By Teachers At Gama English Course In Academic Year 2018/2019*" from the Department of English Language Education, Faculty of Adab and Language of The State Islamic Institute of

Surakarta 2020. The research aims: to find out strategies applied by teachers in teaching speaking at Gama English Course in academic year 2018/2019, to find out the problems of the implementation of teachers' strategies in teaching speaking at Gama English Course in academic year 2018/2019, and to find out the problems solving of the implementation of teachers' strategies in teaching speaking at Gama English Course in academic year 2018/2019.

This research uses a qualitative descriptive research design using data collection techniques: observation, interviews, and documentation. The result of this study is that the teachers at Gama English Course are teaching effective speaking strategies, namely using drilling, repetition, discussion, and role-play.

The research conducted by Wahyudi has similarities with the research conducted by the researchers, namely they both examined speaking teaching strategies. Meanwhile, the difference in the research lies in the research location where Agung Wahyudi conducted research at the Gama English Course and researchers conducted research in Kampung Inggris Solo.

Second, research conducted by Babba (2020), "*Teachers Strategies In The Teaching Speaking Skill On The Eight Grade Students At SMPN 8 Palopo,*" majoring in English Language Education Faculty of Tarbiyah and Teacher Activities of The State Islamic Institute of Palopo 2020. The

research aims: to know the strategies used by the teacher and the problems they faced in teaching speaking at grade eight students of SMPN 8 Palopo.

Where this research uses a qualitative descriptive research design using data collection techniques: observation, interviews, and documentation. The results of this study are the strategies implemented by teachers at SMPN 8 Palopo, namely setting clear lesson objectives, showing and telling, flexible time, lots of practice, providing feedback to students, questions to check to understand, and getting students to work together to keep students engaged focus on speaking targets in teaching speaking in class. The above strategy can make students interested and enthusiastic in participate in existing speaking learning activities. Then, the problems faced by teacher when teaching speaking in eight grade are: students have limitations in English vocabulary, and they afraid of making mistakes when speaking.

The research conducted by Babba has the same research as the researcher, namely they both researched speaking teaching strategies. Meanwhile, the difference in the research lies in the research location where Agreni Babba conducted research at the SMPN 8 Palopo and researchers conducted research in Kampung Inggris Solo.

Third, research conducted by Fanshuri (2019). "*The Teachers' Strategies In Teaching Speaking At Mts Annur Tangkit,*" Department of English Language Education, Faculty of Tarbiyah and Teacher Activities,

University of Suthan Thaha Saifuddin Jambi 2019. The research aims is to find out the teacher's strategies in teaching speaking at Mts Annur Tangkit.

This study used a qualitative descriptive research design using data collection techniques: observation, and interviews. The results of his research are the strategies used by teachers at Mts Annur Tangkit, namely dialogue, and conversation & chat, where the use of speaking teaching strategies is the most effective and able to improve students' speaking skills at Mts Annur Tangkit.

The research conducted by Fanshuri has same research with researchers: namely, they both research speaking teaching strategies. Meanwhile, the difference in the research lies in the research location where Hamzah Fanshuri conducted research at the Mts Annur Tangkit and researchers conducted research in Kampung Inggris Solo.

Fourth, research conducted by Handayani (2019), "*English Teacher' Strategy In Teaching Speaking,*" Department of English Language Education, Tarbiyah Faculty and Teacher Activities, Institute of Islamic Studies Ponorogo 2019. The research aims: to describe the English teachers' strategies in teaching speaking to the students of SMPN 1 Balong and to find the factors influencing the teachers' strategies in teaching speaking to the students of SMPN 1 Balong.

This study used a qualitative descriptive research design using data collection techniques: observation, interviews, and documents. The results

of her research are the speaking teaching strategies used by SMPN 1 Balong teachers to teach grades seven, eight, and nine, namely: role-play, drilling, outdoor activity, direct teaching strategy, and giving motivation. Where using this strategy can make students at SMPN 1 Balong confident in speaking English and also their ability to speak increases. Then the factors that influence the teacher's strategy in teaching speaking are the school curriculum, student learning methods, school infrastructure, and the abilities of the students themselves.

The research conducted by Handayani has the same research with the researcher, namely they both researched speaking teaching strategies. Meanwhile, the difference lies in the research location where Ulfaniya Dwi Handayani conducted research at SMPN 1 Balong, and researchers conducted research in Kampung Inggris Solo.

Fifth, research conducted by Sukardi (2019), "*Teacher' Strategy In Teaching Speaking (A Case Study at Youth Education Center Banda Aceh),*" majoring in English Language Education, Faculty of Education and Teacher Activities, Ar-Raniry State Islamic University Banda Aceh 2019. The research aims: to investigate the strategies which are used by the teacher in teaching speaking abilities to students and to know the students' responses to the strategies which are used by the teachers.

This study used a qualitative descriptive research design using data collection techniques: class observation, and interviews. The research aims

are the strategies used by teachers at the youth education center in Banda Aceh, namely role-play, drilling, creative tasks, and cooperative activities. This strategy is can help young people in Banda Aceh improve their ability to speak English. Then the response from the youth in Banda Aceh to the strategies implemented by the teachers was perfect. They liked the strategies chosen by the teachers in improving their speaking skills. However, some youths have difficulty participating in learning by using role-play and creative task-teaching strategies.

The research conducted by Sukardi has similarities with the research conducted by the researchers, namely they both examined speaking teaching strategies. Meanwhile, the difference in the research lies in the research location where Nyak Sukardi conducted research at the Banda Aceh Youth Education Center and researchers conducted research in Kampung Inggris Solo.

CHAPTER III

RESEARCH METHODOLOGY

A. Research Design

In this study, researchers used qualitative methods. According to Denzin and Lincoln (2018) in the Handbook of Qualitative Research, qualitative research is a movement positioned to find audiences in the worldwide. It belongs to the explanatory nature where functional materials can make a creation real. They have turned the world into a sequence of illustrations, including a fieldnote, talk, dialogue, pictures, recordings, and personalized notes. In this case, qualitative means research that is used to study goods that are used as ordinary devices by them and then tries to make intelligence or to understand a phenomenon that has something to do with the application that people bring to them (Creswell, 2007). So qualitative research is a study that uses data collection methods, describes, classifies, and analyzes data then draws conclusions to conduct a study.

This study uses descriptive and qualitative analysis methods. Where this thesis is in the form of data collection, analysis, and drawing conclusions from the data studied. Based on Bogdan and Taylor cited by Moloeng (2010), the qualitative method is a research procedure that is to obtain descriptive data both orally and in writing through people and their observed behavior. Furthermore, data collection in research using this qualitative method is in the form of words or pictures, not in the form of

numbers. In addition to using descriptive methods to analyze data, researchers also analyze the need to collect data. Moleong (2002) explains that data analysis is a process of compiling a sequence of data and then grouping it into an archetype, category, and description unit. It is used to collect all existing field data to assist researchers in conducting research.

In conclusion, this research is research using qualitative descriptive methods. Where the researcher uses this qualitative descriptive method to analyze the English teaching speaking strategies applied by tutors in teaching members and to find out the problems faced by tutors in implementing teaching speaking strategies and solutions to overcome the problems in Kampung Inggris Solo. The main data in this study are the English teaching speaking strategies used by tutors at Kampung Inggris Solo in 2023.

B. Research Setting

The following are research settings in which researchers conduct research as follows:

1. Research Locations

This research was conducted in Kampung Inggris Solo, located in Sukoharjo, Central Java.

2. Research Time

Time is one of the essential elements in a study. Which research was carried out based on the existing schedule as follows :

3.1 Schedule of the research

	Activities	Month							
		Sep 2022	Oct 2022	Nov 2022	Dec 2022	Jan 2023	Mar 2023	Apr 2023	June 2023
1	Title submission and approval	■							
2	Pre-research		■						
3	Writing Proposal			■	■	■			
4	Proposal Seminar						■		
5	Collecting the data						■	■	
6	Arrange Thesis						■	■	
7	Munaqosyah Examination								■

C. **Research Subject and Informant**

The research subject is a research boundary where researchers can determine it with objects, things, or people to attach research variables (Arikunto, 2010). Therefore, the subject of this study is the tutors at Kampung Inggris Solo. Where, those tutors are Mr. Zoe, Mr. Willy, and Mr. Akil.

D. Data and Source of the Data

Data sources are so important in research. Because researchers will only be able to get important information by going through a data source they know. Data sources are subjects who can provide data, information, or where the data can be obtained (Arikunto, 2013). Which data from this study is the teaching speaking strategies applied by the tutors.

What is meant by data sources in this study are subjects who can become a source of data that can be collected for the purposes of existing research (Arikunto, 2010). In this study, researchers used interviews to obtain data from research subjects. Furthermore, data sources are categorized into two things as follows:

1. Informants

According to Hornby (2010), informants provide information. In this study, informants referred to three tutors who taught in Kampung Inggris Solo, where these three tutors are research subjects and provide "key information" in completing research data.

2. Documentation

According to Sugiyono (2010), documentation can be in the form of important notes in the form of writing, pictures, or works that can be used to obtain information. In this study, researchers used English

speaking learning module in Kampung Inggris Solo to documentation for data sources.

Then the data of this research are:

1. The English teaching speaking strategies applied by tutors in Kampung Inggris Solo

2. The problems faced by tutors in implementing teaching speaking strategies in Kampung Inggris Solo.

3. Solutions to overcome existing problems in implementing teaching speaking strategies in Kampung Inggris Solo.

E. Techniques of Collecting the Data

According to Sugiyono (2017), data collection techniques are a strategic step in research with the primary objective of the research, namely, to obtain data. In this study, researchers collected data in several ways, including:

1. Observation

According to Ridwan (2004), observation is a data collection technique in which researchers direct observations of research objects. In this case, the researcher observed the process of teaching and learning activities in the Speaking class in Kampung Inggris Solo.

2. Interview

According to Moleong (2014), an interview is a conversation conducted by the interviewer with the interviewee with a specific purpose. This interview was conducted to obtain information related to the data needed by researchers. In this case, the information is in the form of problems faced by tutors when implementing English teaching speaking strategies for members and solutions to overcome the problems in Kampung Inggris Solo.

3. Documentation

According to Arikunto (2010), documentation is a data collection technique used to find data in the form of things or variables in notes, transcripts, books, newspapers, magazines, inscriptions, minutes of meetings, agendas and etc. In this case, the researcher used English-speaking learning module in Kampung Inggris Solo as documentation.

Then in conducting this research, researchers collect data in several steps as follows:

1. Make an appointment with English-speaking tutors.
2. Conduct interviews with tutors.
3. Collect data from interviews with tutors.
4. Analyzing existing data related to teaching speaking strategies applied by tutors.
5. Make conclusions related to the data.

F. Research Instrument

In this section, there are two research instrument that researcher use, including:

1. Observation

According to Widyowoko (2014), observation is an observation and records the elements that exist in an object of research systematically. Which in this study, researchers used field notes to observe and record the symptoms that existed in the research object in Kampung Inggris Solo. Field notes used by researchers are as follows:

Table 3.2 Field Notes

No	Object	List	Note
1.	Teacher	√	Good
2.	Student	√	Good
3.	Purpose	√	Good
4.	Ingredients	√	Good
5.	Method	√	Good
6.	Media	√	Good
7.	Evaluation	√	Good
8.	Situation or Environment	√	Good

2. Interview

Arikunto (2006) said that an interview can be said to be a dialogue or conversation conducted by the interviewer with the person being interviewed. In this study, the research instrument that researchers used was interviewing. Where this interview is to complement existing and reliable data to find out tutors' responses regarding the teaching speaking strategies applied by tutors to members. The researcher conducted interviews with tutors in Kampung Inggris Solo who taught speaking, including Mr. Zoe, Mr. Willy, and Mr. Akil. In this interview, the researcher gave several questions to the tutors as follows:

Table 3.3 Interview Blueprint

No.	Question
1	What did you prepare before teaching the members in Kampung Inggris Solo?
2	Do you use the learning module when you teaching speaking?
3	Can you explain one of the materials you teach to the members that you teach and what qualifications they have to achieve in that lesson?
4	What is the learning media do you use when teaching in Kampung Inggris Solo?
5	What are the teaching speaking strategies that you apply when teaching members of the Kampung Inggris Solo?
6	What is the procedure for implementing the teaching speaking strategies that you used at Kampung Inggris Solo?
7	After you implemented the teaching speaking strategy that you choose, are there any impacts on the members of the Kampung Inggris Solo that you taught in speaking?
8	In your opinion, what are the indicators of success in teaching speaking for members of Kampung Inggris Solo?
9	What are the obstacles or problems you face when teaching speaking in Kampung Inggris Solo?
10	What are solutions did you apply to deal with these problems when teaching speaking?
11	How do you evaluate the learning related to speaking that you teach to the members you teach?

G. Trustworthiness of the Data

Concerning this research, reliable data needs to be examined so that later it can reduce the opinions and prejudices that exist within the researcher. Tthe data collected from research is in the form of observations, interviews, and documentation to see whether the researchers' findings can be trusted or not, so it is necessary to recheck. Related to this, the researcher used triangulation to provide the reliability of qualitative data. Creswell (2014) states that data triangulation is collected from various sources such as observation, interviews, and documentation. Triangulation is a correction technique that uses something from data to verify or as a comparison of data.

According to Sugiyono (2010), there are three types of triangulation: triangulation of method, triangulation of source, and triangulation of time. In this study, the resercher uses the triangulation method. Where triangulation method, in examining the validity of data from a problem, the researcher must compare several methods related to data collection (observation, interviews, and documentation) so that the data collection is carried out according to the portion or in the same dose. If there are differences in data validation, the researcher must look for why these differences occur and re-confirm to the research subjects and informants.

H. Techniques of Analyzing the Data

The technique of analyzing the data in this study is a descriptive technique to help researchers understand the English-speaking teaching strategies applied by tutors to students. Creswell (2012) states that detailed descriptions (people, events, places) mean writers can describe what they see. Data analysis is a process of searching for and compiling data systematically (Sugiyono, 2010).

According to Miles and Huberman (2019), data analysis consists of three series of activities, namely data reduction, data display, and drawing conclusions or verification. In analyzing the data, researchers used the theory put forward by Miles and Huberman with the following description:

1. Data Reduction

In this section, the researcher will reduce the necessary data by identifying the English teaching speaking strategies applied by tutors, the problems faced by tutors, and solutions to overcome the problems in teaching speaking in Kampung Inggris Solo.

2. Data Display

In this section, the researcher will rearrange and combine all the data obtained through observation, interviews, and documentation related to the English teaching speaking strategies applied by the tutors, the problems faced by the tutors, and solutions to overcome the

problems in teaching speaking in Kampung Inggris Solo. Then, the researcher will present the data in narrative form to make it easier in understanding.

3. Conclusion

In this section, the researcher will write conclusions based on the data collected through observation, interviews, and documentation. Which, contains the results of research findings in Kampung Inggris Solo.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Findings

1. English Teaching Speaking Strategies Applied by Tutors at Kampung Inggris Solo

a. Debate

Debate is one of the speaking teaching methods used by tutors in Kampung Inggris Solo. The purpose of applying the debate method in the speaking class is to give members more confidence in expressing opinions or arguments. Besides that, they train their minds when dealing with other people so they are not nervous or afraid. Therefore, the debate method is beneficial in growing the members' self-confidence when dealing with their interlocutors when arguing.

> *"Dengan metode ini, saya melihat para member dapat meningkatkan rasa percaya dirinya dalam berpendapat sehingga mereka tidak merasa takut lagi untuk mengungkapkan ide atau gagasan di kelas speaking"*

(Interview with Mr. Willy at Kampung Inggris Solo on 10th April, 2023)

> *"Dengan metode ini, saya rasa tingkat kepercayaan diri para member meningkat daripada bisanya dan sekarang mereka tampak lebih percaya diri dalam beradu argumen"*

(Interview with Mr. Akil at Kampung Inggris Solo on 10th April, 2023)

"Dengan metode ini, saya pikir sangat tepat digunakan dikelas speaking karena dapat meningkatkan kepercayaan diri para member terlebih agar mereka itu tidak merasa takut atau gugup saat berbicara dengan lawan bicaranya"

(Interview with Mr. Zoe at Kampung Inggris Solo on 10th April, 2023)

Based on the interviews, the tutors believe that the debate method is beneficial for the members in increasing their confidence when speaking English. Besides that, they will feel comfortable, not nervous or afraid when arguing with the other person. The owner and supervisor of Kampung Inggris Solo have provided several discussions listed in the speaking learning module. Then, it is used by the tutors as a guide in teaching the speaking class as material that will be discussed during the lesson.

Based on observations, the researchers found that the materials and teaching activities in Kampung Inggris Solo used the debate method. The purpose of using the debate method applied by the tutors is to increase self-confidence and train the members not to be nervous or afraid when speaking in English with their interlocutors.

b. **Describing Picture**

Describing picture is a speaking teaching method used by tutors in Kampung Inggris Solo. Where the application of the describing picture method in the speaking class can provide stimulus or stimulation to the members through the pictures presented in the module. The aim is to

trigger the members so that their ideas or ideas are more varied and imaginative concerning what they see in the pictures shown in the speaking learning module.

Besides, using a describing picture the members will be easier to understand learning to speak because the images displayed are attractive and easy to understand, so that they can provide a related description. Therefore, the picture-describing method will help the members increase their creativity and motivation to learn to speak.

"Dengan metode ini, para member jauh lebih kreatif dan inovatif di dalam mengeluarkan pendapatnya sehingga seara tidak langsung kemampuan berbicara mereka akan meningkat"

(Interview with Mr. Willy at Kampung Inggris Solo on 10th April, 2023)

"Dengan metode ini, para member di dalam belajar speaking akan jauh lebih mudah, asyik dan tentunya kemampuan berbicara mereka akan jauh meningkat"

(Interview with Mr. Akil at Kampung Inggris Solo on 10th April, 2023)

"Dengan metode ini, para member akan jauh lebih imajinatif dalam mengeluarkan ide atau gagasannya sehingga memantik mereka untuk berbicara"

(Interview with Mr. Zoe at Kampung Inggris Solo on 10th April, 2023)

Based on the interviews, the tutors believe that the picture-describing method is beneficial for the members in improving their

speaking skills in English. This happened because the speaking learning activities in Kampung Inggris Solo were varied, including describing picture. The owner and supervisor of Kampung Inggris Solo have provided a list of several discussions along with the pictures in the speaking learning module. Then, it is used by the tutors as a guide in teaching the speaking class as material that will be discussed during the lesson.

Based on observations, researchers found that teaching materials and activities in Kampung Inggris Solo used the picture-describing method. This is in line with the theory said by Kayi (2006), namely, picture describing is one of the techniques for learning that can improve students' ability to speak by describing something through an image. The purpose of using this discussion method applied by the tutors is to train the imagination and creativity of the members and improve their ability to speak English.

c. **Discussion**

In Kampung English Solo, this discussion is the primary strategy in teaching speaking English which is applied in speaking classes by tutors in Kampung Inggris Solo. All tours use discussion as the main activity in class. Then, this discussion is a continuation of teaching speaking methods from picture-describing. Because by using discussions in the speaking class, the members will be more motivated

to be able to speak English and improve their English speaking skills. This is influenced by the members who hold discussions regarding the topics of discussion given by the tutors with their partners or groups when the speaking class occurs.

> *"Karena metode ini sangat membantu para member dalam hal berani untuk mengemukakan pendapat, ide atau gagasannya saat kelas speaking berlangsung".*
>
> (Interview with Mr. Willy at Kampung Inggris Solo on 10th April, 2023)

> *"Karena metode ini memiliki dampak yang cukup besar kepada member Kampung Inggris Solo karena mereka dapat mengeluarkan pendapat pribadinya tanpa adanya campur tangan orang lain atau sesuai dengan hati nuraninya".*
>
> (Interview with Mr. Akil at Kampung Inggris Solo on 10th April, 2023)

> *"Karena metode ini sangatlah tepat untuk digunakan dalam pembelajaran speaking dengan berbasis pada praktik seacara langsung. Disamping itu, para member dapat melatih kemampuan speaking mereka dengan partnernya atau kelompoknya dan dapat mengurangi rasa takut ketika mengeluarkan pendapat".*
>
> (Interview with Mr. Zoe at Kampung Inggris Solo on 10th April, 2023)

Based on the interviews, the tutors believe that this discussion method is beneficial for the members in improving their speaking skills in English. This happened because the speaking learning activity in Kampung Inggris Solo was about discussing topics with specific questions given by tutors according to orders from the owner and

to be able to speak English and improve their English speaking skills. This is influenced by the members who hold discussions regarding the topics of discussion given by the tutors with their partners or groups when the speaking class occurs.

> *"Karena metode ini sangat membantu para member dalam hal berani untuk mengemukakan pendapat, ide atau gagasannya saat kelas speaking berlangsung".*
>
> (Interview with Mr. Willy at Kampung Inggris Solo on 10th April, 2023)

> *"Karena metode ini memiliki dampak yang cukup besar kepada member Kampung Inggris Solo karena mereka dapat mengeluarkan pendapat pribadinya tanpa adanya campur tangan orang lain atau sesuai dengan hati nuraninya".*
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>
> (Interview with Mr. Zoe at Kampung Inggris Solo on 10th April, 2023)

Based on the interviews, the tutors believe that this discussion method is beneficial for the members in improving their speaking skills in English. This happened because the speaking learning activity in Kampung Inggris Solo was about discussing topics with specific questions given by tutors according to orders from the owner and

supervisor of Kampung Inggris Solo. The supervisor provides a list of discussion topics listed in the speaking learning module. Then, it is used by the tutors as a guide in teaching a speaking class as material that will be discussed during the lesson.

Based on observations, researchers found that the material and teaching activities in Kampung Inggris Solo used the discussion method, which is in line with the theory said by Kayi (2006), namely the discussion of one of the techniques for learning to speak by making groups of three to five members during the learning process. The purpose of using this discussion method applied by the tutors is to train and improve the members' ability to speak English.

Then to make the discussion interesting and exciting, tutors usually always provide interesting discussion topics to their members. This comes from the latest discussion topics and is adapted to the living conditions of the members. Next, the tutors will provide several questions related to the topics discussed as issues raised in the discussion in the speaking class. Then, the members will hold discussions by expressing their ideas or ideas by answering questions given by the tutors.

This discussion is carried out in groups. Where each group usually consists of 3 members or more. They will sit together and face each other, where usually the time allotted by the tutor to carry out this

discussion is for thirty minutes by giving their ideas or ideas by answering all the questions. When students carry out this discussion, the tutor is in charge of controlling the situation in the speaking class, such as: asking the members to speak more actively and not be afraid to give opinions later if the members have difficulty answering questions or understanding the opinions expressed by their group mates then the tutor will help them both in terms of correcting the vocabulary and grammar.

Based on the presentation of the data above related to the teaching strategies applied by the tutors in Kampung Inggris Solo, namely debate, picture describing, and discussion. These strategies are effective in improving the ability of the members to speak English.

2. **Problems Faced by English Tutors in Teaching Speaking Strategies**

In this section, the researcher will present an explanation of the problems faced by tutors when teaching the members of the speaking class in Kampung Inggris Solo. The following are the findings of the problems faced by tutors, including:

a. **Lack of Pronunciation**

Pronunciation is one of the problems that often arise for Kampung Inggris Solo members when speaking lessons occur. Some members need to improve in terms of pronunciation because they need a better accent in pronouncing a word or sentence in speaking class. Based on the results of

observations made on March 20, 2023, the researcher found that several

members of Kampung Inggris Solo still needed to be corrected in

pronouncing a word or sentence during the speaking class. This happens

because they rarely practice pronouncing properly and correctly, and also,

in their pronunciation or pronunciation, they still use regional language

accents.

"Seperti yang mas lihat sendiri bahwasanya masih terdapat beberapa member yang masih kurang benar di dalam pengucapan suatu kata kalimat. Hal tersebut terjadi karena mereka itu merasa takut kalau apa yang mereka ucapkan atau lafalkan tersebut salah".

(Interview with Mr. Willy at Kampung Inggris Solo on 10th April,

2023)

"Karena mereka itu masih merasa asing dengan kata atau kalimat yang ada di dalam bahasa Inggris sehingga membuat mereka kesulitan dalam melafalkan atau mengucapkan kata atau kalimat tersebut".

(Interview with Mr. Akil at Kampung Inggris Solo on 10th April, 2023)

"Hal tersbut terjadi karena para member masih kurang berlatih bagaimana cara pengucapan kata atau kalimat yang baik dan benar dan terlalu sering membawa aksen bahasa daerahnya pada saat melakukan pengucapan atau pelafalan".

(Interview with Mr. Zoe at Kampung Inggris Solo on 10th April, 2023)

Based on the interviews conducted by the researchers above, it can be

concluded that some members made pronunciation mistakes due to several

things including: because the members felt afraid of being wrong with

what they said or pronounced, they felt unfamiliar with words or sentences

in English so makes it difficult for them to pronounce, and they are still

lacking in practice regarding how to pronounce properly and correctly coupled with their regional language accent which is still attached when pronouncing a word in English.

b. Lack of Vocabulary

Most of the members in Kampung Inggris Solo seem to need help to take the speaking lesson well because they have limitations in English vocabulary. Even though these words are one of the essential aspects of English, they need an extensive vocabulary to understand what is being discussed or explained. Based on the results of observations on March 20, 2023, the researcher found that the members did not seem to understand what the tutors were saying and also, when they were practising their speaking skills during debates, picture describing, and discussions, it seemed they were still using Bahasa to argue when learning speaking going on. This happened because the members needed a more extensive vocabulary in English and also because they needed to be more active to memorize vocabulary in the dictionary.

"Hal tersebut terjadi karena mereka sendiri tidak mau untuk memperkaya kosa-kata dalam bahasa Inggris sehingga berdampak pada pemahaman mereka dan kesulitan di dalam mengungkapkan ide, pendapat dan sebagainya".

(Interview with Mr. Willy at Kampung Inggris Solo on 10th April, 2023)

"Kurangnya kosa-kata yang ada pada member ini terjadi karena faktor diri mereka sendiri yang malas untuk menambah perbendaharaan kosa-kata mereka dalam bahasa Inggris".

(Interview with Mr. Akil at Kampung Inggris Solo on 10th April, 2023)

"Itu terjadi karena mereka kurang peduli terhadap kosa-kata yang dalam bahasa Inggris padahal dengan mereka memperkaya kosa-kata itu akan mempermudah mereka di dalam meningkatkan kemampuan berbicara".

(Interview with Mr. Zoe at Kampung Inggris Solo on 10th April, 2023)

Based on the interviews conducted by the researchers above, it can be concluded that the members need help understanding what is being discussed during the speaking lesson. There are still members who use Indonesian in class. It is caused by a feeling of laziness caused by themselves and a lack of concern for enriching English vocabulary.

c. **Lack of Confident**

Confidence is one of the main problems faced by members of Kampung Inggris Solo. Based on the results of observations on March 20, 2023, the researcher found that the members of Kampung Inggris Solo felt insecure when communicating with tutors or classmates because they had to speak English, not their mother tongue, and they also felt nervous. Or embarrassed when having to face to-face with friends who are already proficient in speaking English during a debate or discussion.

"Hal tersebut muncul sangatlah wajar karena latar belakang pendidikan dan tujuan mereka bergabung ke Kampung Inggris Solo berbeda. Karena disini, kita belajar speaking dari nol sampai para

member bisa untuk berkomunikasi dengan menggunakan bahasa Inggris dengan cukup baik".

(Interview with Mr. Willy at Kampung Inggris Solo on 10th April 2023)

"Rasa kurang percaya diri mereka muncul karena mereka tidak membiasakan diri untuk berbicara atau berkomunikasi dengan bahasa Inggris diluar jam pembelajaran yang ada".

(Interview with Mr. Akil at Kampung Inggris Solo on 10th April, 2023)

"Mereka kurang percaya diri karena mereka tidak percaya kepada kemampuan mereka sendiri yang mana tidak dibarengi dengan melatih ulang pembelajaran yang telah disampaikan saat dikelas".

(Interview with Mr. Zoe at Kampung Inggris Solo on 10th April, 2023)

Based on the interviews conducted by the researchers above, it can be concluded that the members needed more confidence during the speaking lesson because they did not get used to practising communicating in English outside of the learning hours in Kampung Inggris Solo.

Based on the findings above regarding the problems faced by the tutors when teaching the members in speaking class, it can be concluded that: the members have a lack of pronunciation, lack of vocabulary, lack of confidence.

3. Solutions to Overcome the Problem Faced by English Tutors in Teaching Speaking Strategies

In this section, the researcher will explain the solutions to overcome the problems tutors faced when teaching members in a speaking class in Kampung Inggris Solo. The following are the findings of the solutions used by tutors to overcome existing problems, including:

a. Lack of Pronunciation

To overcome the problem of lack of pronunciation, tutors will usually train members on how to pronounce properly and correctly by:

1. The tutor will ask the members to recite or read the alphabet in English.

   "Untuk mengurangi pengucapan kosa-kata yang salah dalam bahasa Inggris, biasanya saya akan meminta para member untuk membaca alpabet dari huruf a hingga z dalam bahasa Inggris. Hal tersebut saya lakukan untuk melatih lidah mereka agar terbiasa sehingga nantinya akan mempermudah mereka di dalam mengucapkan kata berbahasa Inggris".

   (Interview with Mr. Willy at Kampung Inggris Solo on 10th April 2023)

2. The tutor will ask the members to imitate the words that the tutor reads.

   "Bagi saya, untuk mengurangi pengucapan kosa-kata yang salah pada member yaitu dengan cara saya akan meminta mereka untuk menirukan kata berbahasa Inggris yang saya ucapkan. Karena dengan begitu akan meminimalisir terjadinya kesalahan dalam pengucapan berbahasa Inggris".

   (Interview with Mr. Akil at Kampung Inggris Solo on 10th April, 2023)

3. The tutor will correct the wrong word when the members make a spelling mistake in practice.

"Cara yang saya gunakan untuk mengurangi pengucapan kosa-kata yang salah pada para member yaitu dengan cara: saya akan meminta mereka untuk terlebih dahulu membaca kata berbahasa Inggris lalu ketika mereka salah akan saya betulkan. Karena dengan praktik langsung seperti itu akan jauh lebih efektif".

(Interview with Mr. Zoe at Kampung Inggris Solo on 10th April, 2023)

Based on the results of the interviews above with the tutors, it can be concluded that there are three solutions used to reduce incorrect pronunciation in English including the tutor will ask the members to recite or read the alphabet in English, the tutor will ask the members to imitate the words that the tutor reads and the tutor will correct the wrong word when the members make a spelling mistake in practice.

b. Lack of Vocabulary

To overcome the problem of lack of vocabulary, tutors will usually train members by:

1. The tutor will ask the members to translate the English vocabulary in the module into Bahasa.

"Untuk mengurangi keterbatasan para member dalam kosa-kata, cara yang saya lakukan yaitu dengan cara saya akan meminta mereka untuk mencari arti kata yang berbahasa Inggris ke bahasa Indonesia yang ada dalam modul pembelajaran dengan menggunakan kamus. Hal tersebut cukup efektif karena mereka dapat meningkatkan perbendaharaan kosa-kata mereka".

(Interview with Mr. Willy at Kampung Inggris Solo on 10th April 2023)

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2. The tutor will ask the members to translate the English vocabulary

    in the module into Bahasa using dictionary.

    "Biasanya hal yang saya lakukan untuk mengurangi keterbatasan member dalam hal kosa-kata yaitu dengan cara saya akan meminta para member untuk mengartikan kosa-kata yang ada dalam modul dengan kamus".

(Interview with Mr. Akil at Kampung Inggris Solo on 10th April, 2023)

3. the tutor will ask the member to interpret the given sentence from

    Bahasa to English.

    "Cara yang saya gunakan untuk mengurangi keterbatsan kosa-kata yang ada pada member yaitu dengan cara saya akan meminta para member untuk mengartikan kalimat yang saya beri dari bahasa Indonesia ke bahasa Inggris".

 (Interview with Mr. Zoe at Kampung Inggris Solo on 10th April, 2023)

Based on the results of the interviews above with the tutors, it can be concluded that the solution used by the tutors to overcome the vocabulary problem is that the tutor will ask the members to translate the English vocabulary in the module into Bahasa using dictionary and the tutor will ask the member to interpret the given sentence from Bahasa to English.

c. **Lack of Confidenct**

To overcome the problem of lack of confidence, tutors will usually train members by:

1. The tutor asks the members to continue to practice using English both during class and outside the class.

"Cara yang saya lakukan untuk mengurangi keterbatasan dalam percaya diri member yaitu dengan cara meminta mereka untuk melanjutkan praktik berbica dengan menggunakan bahasa Inggris selama dikelas atau pun diluar kelas".

(Interview with Mr. Willy at Kampung Inggris Solo on 10th April 2023)

2. The tutor asks the members to stay relaxed when speaking English.

"Biasanya saya akan meminta para member untuk tetap relax ketika berbicara bahasa Inggris agar dapat mengurangi keterbatasan rasa percaya diri mereka.".

(Interview with Mr. Akil at Kampung Inggris Solo on 10th April, 2023)

3. The tutor provide motivation for members to be able to speak English properly and correctly.

"Hal yang saya lakukan untuk mengatasi keterbatasan siswa dalam percaya diri yaitu dengan cara memberikan motivasi kepada mereka agar mampu berbicara dengan bahasa Inggris dengan baik".

(Interview with Mr. Zoe at Kampung Inggris Solo on 10th April, 2023)

Based on the results of the interviews above with the tutors, it can be concluded that the solution to overcome the problems faced by the tutors in teaching speaking in Kampung Inggris Solo are that the tutor

asks the members to continue to practice using English both during class and outside the class, the tutor asks the members to stay relaxed when speaking English, and the tutor provide motivation for members to be able to speak English properly and correctly.

B. Discussion

1. English Teaching Speaking Strategies Applied by Tutors at Kampung Inggris Solo

The tutors use several strategies to teach Kampung Inggris Solo members to speak. The strategies applied to teach the members to speak debate, describing picture and discussion are considered capable and effective in improving the members' ability to speak English. This follows the learning objectives in Kampung Inggris Solo, and the members can speak English well.

First, debate is a clash of opinions individually and in groups to achieve victory from one of the parties. Using the debate strategy in the speaking class can hone the members of Kampung Inggris Solo in terms of critical thinking and their speaking skills so that they become better. In order their speaking skills will gradually improve, and they will be more confident when speaking English.

Then, the implementation of the debate in the speaking class is carried out by the tutor dividing the existing members into several groups in a circular position. The tutors will provide topics of discussion to be used as

material for a debate, and then the debate will begin. The purpose of using debate in speaking class is to develop self-confidence in members when speaking in English when giving arguments or opinions.

Based on the explanation above, the debate implemented by the tutors in Kampung Inggris Solo can improve the members' speaking skills. Besides that, the debate allows the members to think critically to issue ideas and respond to something that exists.

Second, according to Kayi (2006), describing picture is a way to stimulate the minds of the members with the pictures shown where the purpose of picture-describing is to trigger members to be able to think creatively and innovatively so that they can give their opinions well. Besides that, to make it easier for them to improve their speaking skills in English.

Then in the application of describing picture in the speaking class, it is done in this way: the tutor will give orders to the members to open the learning module, the tutor will choose the picture to be discussed by the members, the tutor will give time for the members to think and after that they will present it in front of the class.

Based on the explanation above, the describing picture applied by tutors in Kampung Inggris Solo can improve the members' speaking skills. Besides that, this strategy also allows members to think creatively,

innovatively and imaginatively in issuing ideas and ideas to respond to something that exists.

Third, according to Kayi (2006), discussion is a way to issue ideas, ideas and opinions to respond to something that exists or occurs, where the purpose of this discussion strategy in the speaking class is so that members can participate more actively in learning and are also motivated by those who can already speak English so that it creates a feeling that they should be able to too.

Then in the application of discussion in the speaking class, namely by: the tutor will divide the existing members into several groups in a circular position so that they will be more intensive with their respective groups, after that the tutor will provide topics of discussion from the existing speaking learning module, then the members will discuss to respond to this and then present it. The purpose of this strategy is to hone the members in giving good responses and also train them to use English to improve their speaking skills.

Based on the explanation above, it can be concluded that the discussion implemented by the tutors in Kampung Inggris can improve the members' speaking skills. Besides that, this strategy also allows members to express their ideas freely but in a focused way.

Then, based on the explanation above related to implementing the strategies used by the Kampung Inggris Solo tutors in teaching speaking,

including : **debate, picture describing, and discussion**. These strategies are considered capable of increasing the abilities and skills of the members of the Kampung Inggris Solo in terms of speaking English.

2. Problem Faced by English Tutors in Teaching Speaking Strategies

The problems tutors faced in teaching speaking strategies in Kampung Inggris Solo are very diverse. These problems include: the members have problem with pronunciation, the members have problem with vocabulary, and the members have problem with confidence when speaking English.

First, the problems faced by the tutors when teaching the members in the speaking class could be better pronunciation. This pronunciation problem occurs because the members of Kampung Inggris Solo need to learn how to pronounce words or sentences in English properly and correctly. On the other hand, the members of Kampung Inggris Solo still often use their regional languages in speaking lessons, causing their regional accents to stick when speaking in English.

This fits with what Hetrakul (1995) said, that most of the problems students often face are pronunciation, which is when the pronunciation of these members needs to be corrected when communicating with the interlocutor. Where it is this that will result in failing to achieve the purpose of what is conveyed, or in other words, there will be misunderstandings between the two parties due to wrong pronunciation.

Second, the problem faced by the tutors when teaching the members in the speaking class is the limited vocabulary of the members. The problem of limited vocabulary occurs because the members of the Kampung Inggris Solo need more vocabulary in English or because they only have a few common words in English. Besides that, the members of Kampung Inggris Solo are very lazy to learn and memorize English vocabulary because they think everything is difficult.

Yet according to Schmitt (2007), vocabulary is one of the essential things in communicating effectively in a second language. In this case, when the members of Solo English Village need more vocabulary in English, they will feel difficult to understand what is being said when communicating with the other person. Where the consequences of a lack of vocabulary will hinder members from communicating in English.

Third, the problem faced by the tutors when teaching the members in the speaking class is the low self-confidence of the members when speaking English. This problem occurs because they need more confidence when using English instead of their mother tongue when communicating in class or during learning. Besides, they feel embarrassed or nervous when they face face-to-face with friends who speak or are good at communicating in English.

This fits with what Dina and Ghadeer (2004) said, that members with low self-confidence would affect their ability to communicate using

English. Therefore, one of the factors why the members of Kampung Inggris Solo needed to develop in speaking English was their lack of self-confidence, which would later hinder them in improving their abilities and skills in speaking English.

3. Solutions to Overcome the Problem Faced by English Tutors in Teaching Speaking Strategies

This section contains solutions to overcome the problems tutors faced in teaching speaking strategies in Kampung Inggris Solo. Where in overcoming existing problems, tutors have their solutions, including:

First, for the problem of lack of pronunciation among the members of Kampung Inggris Solo, tutors usually have a solution in this way: the members will be asked to read the alphabet in English, the members will be asked to follow the tutor when reading the vocabulary in the modulethe members will be asked to read the vocabulary in the learning module well later if it is wrong, the tutor will correct it.

Which of the above methods are applied by Kampung Inggris Solo tutors to reduce pronunciation problems when teaching speaking. This fits with research conducted by Elsjelyn (2014), where there are several solutions to overcome the lack of pronunciation in members, including reading written English and trying to imitate sounds in English. Because that way, it will train the members to pronounce it properly and correctly.

Where later, their skills and abilities in speaking English will gradually increase.

Second, for the problem of lack of vocabulary among the members of Kampung Inggris Solo, tutors usually have a solution: members will be asked to interpret the vocabulary in the learning module using a dictionary, and members will be asked to translate sentences given by the tutor is to be changed from Indonesian to English.

The tutors' methods in Kampung Inggris Solo apply when teaching speaking are appropriate where these methods fall into the category of determination strategy. According to Schmitt (2000), a determination strategy is a solution to increase students' vocabulary by looking for the meaning of words. Then the members' vocabulary will increase little by little. Later affect their speaking skills by using a lot of vocabulary in English.

Third, for the problem of lack of confidence that exists among the members of Kampung Inggris Solo, tutors usually have a solution in this way: members will be asked to continue to practice speaking English both during speaking lessons and outside of class hours, members will be asked to stay relaxed in speaking English even though their pronunciation is still not correct, and lastly, the members will be given motivation by the tutors so they can speak English well.

Based on research conducted by Asrida (2017) regarding strategies for overcoming a lack of self-confidence, namely by: remaining relaxed when speaking in English and practising speaking in English. Based on this, what has been implemented by the tutors in Kampung Inggris Solo is very appropriate when teaching speaking. Because that way, they will be trained in using English, making them more confident when speaking in English. Besides that, it will increase the skills and abilities of the members of the Kampung Inggris Solo in speaking English.

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

A. Conclusions

Based on the formulation of the problem and the results of the research, the researcher draws the following conclusions:

The first point concerns the strategy the tutors implemented in teaching speaking English in Kampung Inggris Solo. Several strategies are implemented by the tutors in the speaking class, including **Debate, Describing Picture and Discussion**. The strategies used by these tutors can improve the members' ability to speak English and are also able to make the members more confident when speaking English.

The second point is about the problems tutors face when teaching speaking English. Where based on research findings, there are several problems faced by tutors when teaching speaking classes, including **lack of pronunciation, lack of vocabulary and lack of confidence from the members**.

The third point is about solutions to overcome the problems faced by tutors when teaching speaking English, where based on research findings related to how to solve the problems encountered, including **when members have limitations in pronunciation** (tutors usually have a solution in this way: the members will be asked to read the alphabet in

English, the members will be asked to follow the tutor when reading the vocabulary in the modulethe members will be asked to read the vocabulary in the learning module well later if it is wrong, the tutor will correct it), **when members have limitations in vocabulary** (tutors usually have a solution: members will be asked to interpret the vocabulary in the learning module using a dictionary, and members will be asked to translate sentences given by the tutor is to be changed from Indonesian to English) **and when members have limitations in self-confidence** (tutors usually have a solution in this way: members will be asked to continue to practice speaking English both during speaking lessons and outside of class hours, members will be asked to stay relaxed in speaking English even though their pronunciation is still not correct, and lastly, the members will be given motivation by the tutors so they can speak English well).

B. Suggestions

After completing the research, the researcher would like to provide some suggestions related to the speaking teaching strategies applied by the tutors in Kampung Inggris Solo and the learning process of the members in Kampung Inggris Solo. Hopefully, these suggestions will make the process of learning to speak English in the speaking class even better.

1. To the tutors
a. Tutors should be more creative in using strategies to teach speaking in Kampung Inggris Solo. So that the members they teach

can more easily absorb the material presented, their speaking skills can improve significantly.

b. Tutors should improve their skills and knowledge in speaking English in speaking classes to help them overcome their problems when teaching members in Kampung Inggris Solo.

2. To the members

a. Members should actively participate in speaking lessons in Kampung Inggris Solo by being open about asking tutors or friends who are already proficient and practising with their friends to improve their speaking skills as expected.

b. Members should repeat lessons given by tutors at home, such as: remembering grammar again, reading a lot of vocabulary in dictionaries and practising pronunciation and applying it by practising speaking English. For their speaking ability to be maximized and improved properly

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APPENDIX 1 LIST OF OBSERVATION AND FIELD NOTES

Title   : 1ˢᵗ meeting

Setting   : Speaking Class at *Kampung Inggris Solo*

Observer   : Agista Setyo Ramdhany

Description :

    The class was opened by the tutors and started by reading a prayer together with the members of Kampung Inggris Solo. After opening the class, usually the tutors will ask how the members are doing one by one. Then the tutors will ask them to pronounce the alphabet from a to z in English to practice their pronunciation properly and correctly.

    Next, the tutors will provide some vocabulary related to the theme to be discussed that day by writing it on the white board in front. Then, the tutors will ask the members to record the vocabulary in their respective books. Which, these vocabulary members will usually use when discussing the themes given by the tutors. The purpose of giving the vocabulary is to enrich the vocabulary of the members in Kampung Inggris Solo.

    The next activity is that the tutors will provide material in the speaking learning module that is used during the lesson. Where in the speaking learning module there are topics to be discussed and there are

ten existing vocabularies. After that, the members will also be asked to translate these words into Indonesian. Where the goal is for them to understand what will be discussed.

After that, the members will be made into groups by counting from one to four depending on how many members take the speaking lesson that day. Then they will group with positions to form a circle. Where they will later discuss the topics given by the tutors. Then they will argue with their group mates regarding the topics given by the tutors. Usually the time given by tutors is around twenty minutes to thirty minutes. The aim is for them to argue in a conducive and focused manner in a small number of people. Where this is also intended so that members are more courageous in expressing their respective opinions without having to feel embarrassed or lack confidence when arguing in English.

After they argue with each other, usually the tutor will choose one of them to convey their opinion related to the topic that was debated. The goal is to mentally train them to have the courage to express their ideas or opinions. Then, the tutors will give applause as a form of appreciation for their answers. After all the learning activities have been assessed sufficiently, the tutors will ask them to pray. And usually before saying hello, the tutors will give a motivational sentence so that the members can be motivated to stay enthusiastic in learning English in Kampung Inggris Solo.

Title   : 2nd meeting

Setting   : Speaking Class at *Kampung Inggris Solo*

Observer   : Agista Setyo Ramdhany

<u>Description :</u>

The class was opened by the tutors and started by reading a prayer together with the members of Kampung Inggris Solo. After opening the class, usually the tutors will ask how the members are doing one by one. Then the tutors will ask them to pronounce the alphabet from a to z in English to practice their pronunciation properly and correctly.

Next, the tutors will provide some vocabulary related to the theme to be discussed that day by writing it on the white board in front. Then, the tutors will ask the members to record the vocabulary in their respective books. Which, these vocabulary members will usually use when discussing the themes given by the tutors. The purpose of giving the vocabulary is to enrich the vocabulary of the members in Kampung Inggris Solo.

The next activity is that the tutors will provide material in the speaking learning module that is used during the lesson. Where in the speaking learning module there are topics to be discussed and there are ten existing vocabularies. After that, the members will also be asked to

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translate these words into Indonesian. Where the goal is for them to understand what will be discussed.

After that, the members will be made into groups by counting from one to four depending on how many members take the speaking lesson that day. Then they will group with positions to form a circle. Where they will later discuss the topics given by the tutors. Then they will argue with their group mates regarding the topics given by the tutors. Usually the time given by tutors is around twenty minutes to thirty minutes. The aim is for them to argue in a conducive and focused manner in a small number of people. Where this is also intended so that members are more courageous in expressing their respective opinions without having to feel embarrassed or lack confidence when arguing in English.

After they argue with each other, usually the tutor will choose one of them to convey their opinion related to the topic that was debated. The goal is to mentally train them to have the courage to express their ideas or opinions. Then, the tutors will give applause as a form of appreciation for their answers. After all the learning activities have been assessed sufficiently, the tutors will ask them to pray. And usually before saying hello, the tutors will give a motivational sentence so that the members can be motivated to stay enthusiastic in learning English in Kampung Inggris Solo.

Title : 3rd meeting

Setting : Speaking Class at *Kampung Inggris Solo*

Observer : Agista Setyo Ramdhany

<u>Description :</u>

The class was opened by the tutors and started by reading a prayer together with the members of Kampung Inggris Solo. After opening the class, usually the tutors will ask how the members are doing one by one. Then the tutors would ask them to sing a song (a song about sixteen tenses). Where the aim of the English is to train their pronunciation properly and correctly, and to make it easier for them to memorize tenses so that when they communicate in English they are in accordance with the correct grammar rules.

Next, the tutors will provide some vocabulary related to the theme to be discussed that day by writing it on the white board in front. Then, the tutors will ask the members to record the vocabulary in their respective books. The purpose of giving the vocabulary is to enrich the vocabulary of the members in Kampung Inggris Solo. So that when they express an opinion they can use varied and varied English vocabulary.

The next activity is that the tutors will provide material in the speaking learning module that is used during the lesson. Where in the

speaking learning module there are topics to be discussed. After that, members will also be asked to open the module and see the images that have been provided in the module.

After that, the members will be asked to tell the pictures in the module with their own ideas. The purpose of telling the pictures in the speaking learning module is so that the members of Kampung Inggris Solo can think creatively and imaginatively so that when they speak they don't feel that they can't. Which, in the picture there are already ten questions that must be answered by the members. Then the members will be asked to present the pictures and answer these questions in front of the class with short answers. Where the purpose of this is to train their mentality to be brave in expressing opinions in public so that it makes them more confident when speaking English.

After the members have presented what they understand about the picture and answered questions with short answers, they will be asked to return to their respective seats. Then, the tutors will usually give applause followed by the other members to one of the members who presented earlier as a form of appreciation for what they presented. After all the learning activities have been assessed sufficiently, the tutors will ask them to pray. And usually before saying hello, the tutors will give a motivational sentence so that the members can be motivated to stay enthusiastic in learning English in Kampung Inggris Solo.

Title   : 4th meeting

Setting   : Speaking Class at *Kampung Inggris Solo*

Observer   : Agista Setyo Ramdhany

<u>Description :</u>

The class was opened by the tutors and started by reading a prayer together with the members of Kampung Inggris Solo. After opening the class, usually the tutors will ask how the members are doing one by one. Then the tutors will ask them to pronounce the alphabet from a to z in English to practice their pronunciation properly and correctly.

Next, the tutors will read the vocabulary in the speaking learning module that is used during class hours. Then the members will follow what the tutors have read. Then, the tutors will ask the members to look up the meaning of the words that were read. Where it aims to enrich the vocabulary of the members in the English Solo Village. Besides that, to facilitate their pronunciation so that when communicating using English they can smoothly and correctly pronounce English vocabulary.

The next activity is that the tutors will provide material in the speaking learning module that is used during the lesson. Where in the speaking learning module there are topics to be discussed and there are ten existing vocabularies. After that, the members will also be asked to

translate these words into Indonesian. Where the goal is for them to understand what will be discussed.

After that, the members will be made into pairs consisting of two people facing each other. Then they will discuss and exchange opinions about the topics discussed where they will answer the five questions that are also available in the learning speaking module. The time given by the tutors is around twenty minutes to answer and ask each other questions. Where it aims so that they can share opinions freely according to what they can answer or ask without any restrictions. Besides that, that is to train their speaking skills in using English so that their speaking skills can improve.

After they have had a discussion in pairs, usually the tutors will ask one of them to present what they want to answer or respond to in relation to the five questions earlier. The goal is to practice their abilities and skills in speaking and how fluent they are when speaking English. After that, the tutors will give applause as a form of appreciation for the answers they have presented. After all the learning activities have been assessed sufficiently, the tutors will ask them to pray. Then usually before saying hello, the tutors will give a motivational sentence so that the members can be motivated to stay enthusiastic in learning English in Kampung Inggris Solo.

APPENDIX 2 INTERVIEW TRANSCRIPT

1. **Name :** Mr. Willy

   Time : 09.30-10.00 / 10 April 2023

   a. Interviewer : Apa yang anda persiapkan sebelum mengajar para member di Kampung Inggris Solo?

   b. Mr. Willy : Biasanya saya mempersiapkan materi yang akan diajarkan kepada para member Kampung Inggris Solo dengan cara mempelajari terlebih dahulu agar apa yang disampaikan dapat diterima dengan maksimal.

   a. Interviewer : Apakah anda menggunakan modul pembelajaran saat mengajar speaking?

   b. Mr. Willy : Iya, karena modul tersebut dijadikan pegangan ketika mengajar speaking para member di Kampung Inggris Solo.

   a. Interviewer : Bisakah anda menjelaskan salah satu materi yang anda ajarkan kepada para member yang anda ajar dan kualifikasi apa yang harus mereka capai dalam pembelajaran itu?

   b. Mr. Willy : Untuk materi yang saya ajarkan tadi tentang "Money". Yang mana kita ketahui bahwasanya uang adalah salah satu alat pembayaran resmi di negara kita. Kemudian untuk pencapaian yang harus mereka capai yaitu mereka harus bisa memahami tentang fungsi, manfaat, kelebihan dan kekurangan dari uang tersebut dengan gagasan mereka sendiri ketika pembelajaran speaking berlangsung.

a. Interviewer : Media pembelajaran apa yang anda gunakan ketika mengajar di Kampung Inggris Solo?

b. Mr. Willy   : Tidak ada media pembelajaran yang saya gunakan di dalam mengajar speaking di Kampung Inggris Solo.

a. Interviewer : Strategi mengajar apa yang anda terapkan saat mengajar para member Kampung Inggris Solo?

b. Mr. Willy   : **1. Debate** (alasannya: *"Dengan metode ini, saya melihat para member dapat meningkatkan rasa percaya dirinya dalam berpendapat sehingga mereka tidak merasa takut lagi untuk mengungkapkan ide atau gagasan di kelas speaking")*, **2. Picture Describing** (alasannya : *"Dengan metode ini, para member jauh lebih kreatif dan inovatif di dalam mengeluarkan pendapatnya sehingga seara tidak langsung kemampuan berbicara mereka akan meningkat")*, **3. Discussion** (alasannya : *"Karena metode ini sangat membantu para member dalam hal berani untuk mengemukakan pendapat, ide atau gagasannya saat kelas speaking berlangsung".*)

a. Interviewer : Bagaimana prosedur penerapan strategi pengajaran berbicara yang anda gunakan di Kampung Inggris Solo?

b. Mr. Willy   : 1.) Ketika menerapkan strategi debate maka saya akan membuat dua sampai tiga orang (kondisional) saling berpasangan dan saling berhadapan dengan tujuan mereka bisa fokus berdebat dan untuk materinya kita pilih dari modul pembelajaran speaking yang ada. 2.) Ketika menerapkan strategi picture describing, saya akan meminta para member fokus terhadap gambar yang ada di dalam modul kemudian memerintahkan mereka untuk mulai medeskripsikan gambar tersebut dengan gagasan atau ide mereka sendiri dengan cara mempresentasikannya di depan. 3.) Ketika menerapkan strategi discussion maka saya akan membuatkan kelompok yang terdiri dua

sampai tiga orang (kondisional) kurang lebih hampir sama saat menerapkan strategi debate yang membedakan dalam diskusi ini mereka hanya sekedar memberikan pandangannya masing-masing akan akan apa yang dibahas di dalam modul pemebelajaran speaking tersebut.

a. Interviewer : Setelah anda mengimplementasikan strategi pengajaran speaking yang anda pilih, apakah ada dampak bagi para member Kampung Inggris Solo yang anda ajar dalam speaking?

b. Mr. Willy : Tentunya akan ada dampak yang ditimbulkan dari strategi pengajaran speaking yang saya pilih diantaranya : 1.) para member lebih percaya diri dalam mengelurakan pendapat atau gagasan mereka sendiri, 2.) para member sedikit demi sedikit dapat berbicara menggunakan bahasa Inggris dengan cukup baik dengan kosa-kata yang cukup beragam, 3.) para member semakin memperkaya diri mereka dalam hal penggunaan kosa-kata dan lain sebagainya.

a. Interviewer : Menurut anda apa indikator keberhasilan pengajaran speaking bagi para member Kampung Inggris Solo?

b. Mr. Willy : Indikator keberhasilannya yaitu mereka dapat berbicara bahasa Inggris dengan percaya diri dan berani untuk mengeluarkan ide atau gagasan yang dimiliki tanpa harus malu dan takut salah.

a. Interviewer : Apa kendala atau masalah yang anda hadapi ketika mengajar speaking di Kampung Inggris Solo?

b. Mr. Willy : **1. Lack of pronunciation** (alasannya : *"Seperti yang mas lihat sendiri bahwasanya masih terdapat beberapa member yang*

masih kurang benar di dalam pengucapan suatu kata kalimat. Hal tersebut terjadi karena mereka itu merasa takut kalau apa yang mereka ucapkan atau lafalkan tersebut salah".), **2. Lack of vocabulary** (alasannya : *"Hal tersebut terjadi karena mereka sendiri tidak mau untuk memperkaya kosa-kata dalam bahasa Inggris sehingga berdampak pada pemahaman mereka dan kesulitan di dalam mengungkapkan ide, pendapat dan sebagainya".*), **3. Lack of confident** (alasannya : *"Hal tersebut muncul sangatlah wajar karena latar belakang pendidikan dan tujuan mereka bergabung ke Kampung Inggris Solo berbeda. Karena disini, kita belajar speaking dari nol sampai para member bisa untuk berkomunikasi dengan menggunakan bahasa Inggris dengan cukup baik".*)

a. Interviewer : Apa solusi yang anda terapkan untuk mengatasi masalah tersebut ketika mengajar speaking?

b. Mr. Willy : 1. Untuk mengatasi masalah pengucapan biasanya saya melatih mereka dengan cara melafalkan abjad dari huruf a hingga z, 2.) Untuk mengatasi masalah kosa-kata biasanya saya akan meminta mereka untuk mencari arti dari kata bahasa Inggris ke dalam bahasa Indonesia dengan menggunakan kamus, 3.) Untuk mengatasi masalah percaya diri yaitu dengan cara memberikan motivasi kepada para member untuk tetap semangat agar biasa berbicara dengan menggunakan bahasa Inggris yang baik dan benar.

a. Interviewer : Bagaimana anda mengevaluasi pembelajaran terkait dengan speaking yang anda ajarkan kepada para member yang anda ajar?

b. Mr. Willy : Untuk mengevaluasi pembelajaran speaking yang saya lakukan yaitu dengan cara saya melihat terlebih dahulu apakah yang saya sampaikan sudah maskimal atau belum terhadap para member. Dimana itu dilihat dari tingkat kepahaman para member, apabila

dinilai kurang paham maka akan saya evaluasi agar kedapannya menjadi lebih baik lagi dan bisa mencapai target pembelajaran speaking yang ada.

2. **Name :** Mr. Akil

Time : 14.30-15.00 / 10 April 2023

a. Interviewer : Apa yang anda persiapkan sebelum mengajar para member di Kampung Inggris Solo?

b. Mr. Akil : Hal yang saya persiapkan sebelum mengajar yaitu saya harus memahami materi yang akan saya ajarkan kepada para member agar ketika mengajar saya sudah siap dan mereka dapat menerima pembelajaran dengan maksimal.

a. Interviewer : Apakah anda menggunakan modul pembelajaran saat mengajar speaking?

b. Mr. Akil : Pastinya di dalam mengajar saya selalu menggunakan modul pembelajaran karena ini mempermudah saya di dalam mengajar para member yang ada di Kampung Inggris Solo.

a. Interviewer : Bisakah anda menjelaskan salah satu materi yang anda ajarkan kepada para member yang anda ajar dan kualifikasi apa yang harus mereka capai dalam pembelajaran itu?

c. Mr. Akil : Baik, untuk materi yang saya ajarkan kepada mereka tadi yaitu tentang "Bank". Yang mana kita ketahui bahwasanya bank adalah salah satu institusi atau tempat penyimpanan dan peminjaman uang yang ada di negara kita. Kemudian untuk pencapaian yang harus mereka capai yaitu mereka harus bisa memahami tentang fungsi, manfaat, kelebihan dan kekurangan dari bank tersebut dengan gagasan mereka sendiri ketika pembelajaran speaking berlangsung.

a. Interviewer   : Media pembelajaran apa yang anda gunakan ketika mengajar di Kampung Inggris Solo?

b. Mr. Akil   : Di dalam mengajar speaking, saya tidak menggunakan media pembelajaran apapun. Jadi hanya sekedar modul pembelajaran yang saya gunakan di dalam mengajar.

a. Interviewer   : Strategi mengajar apa yang anda terapkan saat mengajar para member Kampung Inggris Solo?

b. Mr. Akil   : **1. Debate** (alasannya : *"Dengan metode ini, saya rasa tingkat kepercayaan diri para member meningkat daripada bisanya dan sekarang mereka tampak lebih percaya diri dalam beradu argumen"*), **2. Picture Describing** (alasannya : *"Dengan metode ini, para member di dalam belajar speaking akan jauh lebih mudah, asyik dan tentunya kemampuan berbicara mereka akan jauh meningkat"*), **3. Discussion** (alasannya : *"Karena metode ini memiliki dampak yang cukup besar kepada member Kampung Inggris Solo karena mereka dapat mengeluarkan pendapat pribadinya tanpa adanya campur tangan orang lain atau sesuai dengan hati nuraninya"*.)

a. Interviewer   : Bagaimana prosedur penerapan strategi pengajaran berbicara yang anda gunakan di Kampung Inggris Solo?

c. Mr. Akil   : 1.) Ketika menerapkan strategi debate maka hal yang saya lakukan yaitu membuat kelompok yang beranggotakan dua sampai tiga orang dengan posisi melingkar dengan tujuan mereka bisa fokus berdebat mengeluarkan ide atau gagasannya dan untuk materinya saya pilih dari modul pembelajaran speaking yang sudah ada. 2.) Ketika menerapkan strategi picture describing, saya akan meminta para member fokus terhadap gambar yang ada di dalam modul kemudian meminta mereka untuk mempresentasikan gambar tersebut dengan gagasan atau ide mereka sendiri di depan. 3.) Ketika

menerapkan strategi discussion maka saya akan membuatkan kelompok yang terdiri dua sampai tiga orang kurang lebih hampir sama saat menerapkan strategi debate yang membedakan dalam diskusi ini mereka hanya saling berbagi atau bertukar pendapat akan materi yang dibahas di dalam modul pemebelajaran speaking.

a. Interviewer   : Setelah anda mengimplementasikan strategi pengajaran speaking yang anda pilih, apakah ada dampak bagi para member Kampung Inggris Solo yang anda ajar dalam speaking?

b. Mr. Akil   : Terkait dampaknya terhadap para member diantaranya : 1.) para member dapat berbicara dengan menggunakan bahasa Inggris dengan cukup baik, 2.) para member tampak lebih percaya diri ketika mengungkapkan ide atau gagasannya dengan menggunakan bahasa Inggris, 3.) para member semakin paham akan bahasa Inggris karena kosa-kata yang dimiliki semakin bertambah banyak dan lain-lain.

a. Interviewer : Menurut anda apa indikator keberhasilan pengajaran speaking bagi para member Kampung Inggris Solo?

b. Mr. Akil   : Terkait indikator keberhasilan mengajar speaking yaitu para member dapat mengerti dan bisa berbicara bahasa Inggris dengan baik.

a. Interviewer : Apa kendala atau masalah yang anda hadapi ketika mengajar speaking di Kampung Inggris Solo?

b. Mr. Akil   : **1. Lack of pronunciation** (alasannya : *"Karena mereka itu masih merasa asing dengan kata atau kalimat yang ada di dalam bahasa Inggris sehingga membuat mereka kesulitan dalam melafalkan atau mengucapkan kata atau kalimat tersebut".*), **2. Lack of**

vocabulary (alasannya : *"Kurangnya kosa-kata yang ada pada member ini terjadi karena faktor diri mereka sendiri yang malas untuk menambah perbendaharaan kosa-kata mereka dalam bahasa Inggris"*.), **3. Lack of confident** (alasannya : *"Rasa kurang percaya diri mereka muncul karena mereka tidak membiasakan diri untuk berbicara atau berkomunikasi dengan bahasa Inggris diluar jam pembelajaran yang ada"*.)

a. Interviewer : Apa solusi yang anda terapkan untuk mengatasi masalah tersebut ketika mengajar speaking?

a. Mr. Akil : 1. Untuk mengatasi masalah pengucapan biasanya saya memerintahkan mereka dengan cara melafalkan huruf a hingga z dalam bahasa Inggris diawal-awal pembelajaran, 2.) Untuk mengatasi masalah kosa-kata biasanya saya akan meminta mereka untuk mentraslatekan kata bahasa Inggris ke dalam bahasa Indonesia dengan menggunakan kamus, 3.) Untuk mengatasi masalah percaya diri yaitu dengan cara menyuruh parah member untuk praktek berbicara dengan menggunakan bahasa Inggris ketika kelas berlangsung.

b. Interviewer : Bagaimana anda mengevaluasi pembelajaran terkait dengan speaking yang anda ajarkan kepada para member yang anda ajar?

c. Mr. Akil : Terkait dengan evaluasi pembelajaran speaking yang saya lakukan yaitu dengan cara melihat sejauhmana perkembangan para member di dalam mengikuti kelas speaking yang ada. Jika mereka tampak stagnan maka akan saya lakukan evaluasi pembelajaran yang ada supaya target pembelajaran dapat tercapai.

3. **Name :** Mr. Zoe

   Time : 20.00-20.30 / 10 April 2023

   a. Interviewer : Apa yang anda persiapkan sebelum mengajar para member di Kampung Inggris Solo?

   b. Mr. Zoe : Hal utama yang saya siapkan yaitu materi pembelajaran untuk mengajar para member di Kampung Inggris Solo agar ketika disampaikan dapat dengan mudah ditangkap atau dipahami oleh para member.

   a. Interviewer : Apakah anda menggunakan modul pembelajaran saat mengajar speaking?

   b. Mr. Zoe : Tentu saya menggunakan modul pembelajaran karena itu acuan saya di dalam mengajar speaking di Kampung Inggris Solo.

   a. Interviewer : Bisakah anda menjelaskan salah satu materi yang anda ajarkan kepada para member yang anda ajar dan kualifikasi apa yang harus mereka capai dalam pembelajaran itu?

   b. Mr. Zoe : Materi yang tadi saya sampaikan tentang "Corruption". Yang mana kita ketahui bahwa korupsi itu merupakan salah satu tindakan yang kurang terpuji di dalam menggelapkan uang yang sering terjadi di negara kita. Kemudian untuk kualifikasi yang harus mereka capai yaitu mereka dapat mengeluarkan gagasan atau ide terkait dengan korupsi mulai dari penyebab utama korupsi itu apa?, dampak yang ditimbulkan dari korupsi itu apa? Dan bagaimana kita mengkontrol korupsi?.

a. Interviewer : Media pembelajaran apa yang anda gunakan ketika mengajar di Kampung Inggris Solo?

b. Mr. Zoe   : Tidak ada media pembelajaran yang saya gunakan di dalam mengajar speaking. Biasanya saya hanya menggunakan modul pembelajaran saja.

a. Interviewer : Strategi mengajar apa yang anda terapkan saat mengajar para member Kampung Inggris Solo?

b. Mr. Zoe   : **1. Debate** (alasannya : *"Dengan metode ini, saya pikir sangat tepat digunakan dikelas speaking karena dapat meningkatkan kepercayaan diri para member terlebih agar mereka itu tidak merasa takut atau gugup saat berbicara dengan lawan bicaranya"*), **2. Picture Describing** (alasannya : *"Dengan metode ini, para member akan jauh lebih imajinatif dalam mengeluarkan ide atau gagasannya sehingga memantik mereka untuk berbicara"*), **3. Discussion** (alasannya : *"Karena metode ini sangatlah tepat untuk digunakan dalam pembelajaran speaking dengan berbasis pada praktik seacara langsung. Disamping itu, para member dapat melatih kemampuan speaking mereka dengan partnernya atau kelompoknya dan dapat mengurangi rasa takut ketika mengeluarkan pendapat".*)

a. Interviewer : Bagaimana prosedur penerapan strategi pengajaran berbicara yang anda gunakan di Kampung Inggris Solo?

d. Mr. Zoe   : 1.) Ketika menerapkan strategi debate maka hal yang saya lakukan yaitu membuat kelompok berdasarkan jumlah member yang ada kemudian dibentuk posisi melingkar dengan tujuan mereka bisa fokus berdebat mengeluarkan pandangannya dan terkait dengan materinya saya pilihkan dari modul pembelajaran speaking yang sudah ada. 2.) Ketika menerapkan strategi picture describing, saya akan meminta para member untuk berfokus pada gambar yang tersedia di modul lalu meminta mereka untuk mempresentasikan gambar tersebut

di depan dengan gaya bahasa mereka sendiri. 3.) Ketika menerapkan strategi discussion maka saya akan membuatkan kelompok atau berpasang-pasangan sesuai dengan jumlah member yang. Dimana dalam diskusi ini mereka hanya saling berbagi atau bertukar pendapat akan materi yang dibahas di dalam modul pemebelajaran speaking.

a. Interviewer : Setelah anda mengimplementasikan strategi pengajaran speaking yang anda pilih, apakah ada dampak bagi para member Kampung Inggris Solo yang anda ajar dalam speaking?

b. Mr. Zoe   : Dampaknya bagi para member diantaranya : 1.) para member dapat berbicara dengan menggunakan bahasa Inggris cukup lancar, 2.) para member lebih percaya diri ketika berbicara menggunakan bahasa Inggris, 3.) para member tampak lebih kaya dengan memiliki kosa-kata yang beragam.

a. Interviewer : Menurut anda apa indikator keberhasilan pengajaran speaking bagi para member Kampung Inggris Solo?

b. Mr. Zoe   : Indikator keberhasilan mengajar speaking yaitu para member Kampung Inggris Solo dapat berbicara bahasa Inggris dengan baik, percaya diri dan mereka bisa memahami bahasa Inggris itu sendiri.

a. Interviewer : Apa kendala atau masalah yang anda hadapi ketika mengajar speaking di Kampung Inggris Solo?

b. Mr. Zoe   : **1. Lack of pronunciation** (alasannya : *"Hal tersbut terjadi karena para member masih kurang berlatih bagaimana cara pengucapan kata atau kalimat yang baik dan benar dan terlalu sering membawa aksen bahasa daerahnya pada saat melakukan pengucapan*

atau pelafalan".), **2. Lack of vocabulary** (alasannya : *"Itu terjadi karena mereka kurang peduli terhadap kosa-kata yang dalam bahasa Inggris padahal dengan mereka memperkaya kosa-kata itu akan mempermudah mereka di dalam meningkatkan kemampuan berbicara"*.), **3. Lack of confident** (alasannya : *"Mereka kurang percaya diri karena mereka tidak percaya kepada kemampuan mereka sendiri yang mana tidak dibarengi dengan melatih ulang pembelajaran yang telah disampaikan saat dikelas"*.)

a. Interviewer : Apa solusi yang anda terapkan untuk mengatasi masalah tersebut ketika mengajar speaking?

d. Mr. Zoe : 1. Untuk mengatasi masalah pengucapan biasanya saya memerintahkan mereka dengan cara melafalkan alfabet dalam bahasa Inggris pada awal pembelajaran, 2.) Untuk mengatasi masalah kosa-kata biasanya saya akan meminta mereka untuk mentraslatekan atau mencari makna kata bahasa Inggris ke dalam bahasa Indonesia dengan menggunakan kamus, 3.) Untuk mengatasi masalah percaya diri yaitu dengan cara meminta para member untuk praktek berbicara bahasa Inggris ketika di kelas dan meminta mereka untuk tetap relax meski berbicara dengan menggunakan bahasa Inggris.

a. Interviewer : Bagaimana anda mengevaluasi pembelajaran terkait dengan speaking yang anda ajarkan kepada para member yang anda ajar?

b. Mr. Zoe : Evaluasi pembelajaran yang saya lakukan yaitu dengan cara mengetes kemampuan para member dengan memberikan pertanyaan lisan secara langsung dan mereka harus menjawabnya seketika itu. Ketika mereka dinilai kurang bisa menjawab maka saya

akan melakukan evaluasi terhadap pembelajaran yang diberikan supaya kedepannya lebih baik lagi.