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**EFL Teachers' Strategies in Teaching English at Kampung Inggris Pare,
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Abstract

This research aimed at investigating the EFL teacher's strategies in teaching English in Kampung Inggris Pare, Kediri, Indonesia. Kampung Inggris Pare (KIP), Kediri, Indonesia is one of the recommended places for learning English in Indonesia as it provides a model for effective learning environment in studying English. The objective of this study is to explore the teaching strategies and procedures applied by English language teachers in Kampung Inggris Pare (KIP), Kediri. This research employed qualitative method using basic interpretative study. It was conducted at INTERPEACE English Course, KIP, Kediri. The subjects of the research were two teachers who teach vocabulary and pronunciation. The instruments were observation, interview, and documentation of the language teaching process in vocabulary and pronunciation class. The data were analysed descriptively through three stages of Thematic Content Analysis (TCA) included Pre-analysis, Exploration and Treatment and Interpretation. Based on the results, it has been found that the teaching strategies for vocabulary employed by ELT Teachers in KIP, Kediri were rote learning, flash card exchange, drawing games, guessing game, miming game, and topical discussion. In pronunciation teaching, some strategies were applied such as drilling technique in the form of tongue twister and choral drill, lecturing strategy in the form of Sammy diagram, cognitive strategy is in the form of picture dictation, and communicative games in the form of word chain and spelling race. Since KIP, Kediri Indonesia has been chosen as recommended place to study English in Indonesia, exploration of teachers' strategies in this study can become a model for creating effective learning environment for studying English in another area of Indonesia, especially in Makassar, South Sulawesi.

Keywords: *teaching strategies, vocabulary, pronunciation, speaking skill, EFL, and drilling and technique.*

Introduction

The implementation of the teaching of English as a Foreign Language (EFL) has only gained limited success due to the occurrence of some issues in Indonesian context. Several studies indicated that there have been many problems in the TEFL implementation in Indonesia and the learning of English has been considered less satisfactory (Dardjowidjojo, 2000; Mustafa, 2001; Yuwono, 2005; Kirkpatrick, 2007; Soepriyatna, 2012; Lie, 2017).

Several factors may contribute to the insignificant success of TEFL implementation. One of the leading factors was unqualified English teachers. Lengkanawati (2005) asserted that almost 50% of English teachers in West Java as the participants in her study were not qualified in teaching English because of their poor English proficiency. Vikers (2019) also confirmed the similar notion in Indonesian EFL teachers regarding the communicative competence. His finding revealed that, from 600 Indonesian EFL teachers, they had low proficiency in English which was derived from the results of their Test of English for International Communication (ToEIC). The other issues are associated with the implementation of the culturally-inherited tradition on teacher-centered instruction and rote learning or memorization in Indonesian classroom context (Azra, 2002; Bjork, 2005; Mulyasa, 2007).

Communicating in English well is an inseparable part of the four language skills; listening, speaking, reading and writing (Butler & Iino, 2005; Chacon, 2005). Among those four essential skills above, speaking is considered to be the undervalued skill (Bygate, 1997). Speaking as a productive skill is a crucial component in language learning. Through speaking, people can communicate information and their ideas, express their opinion and feeling, share their experiences and negotiate, and maintain social relationship by communicating with others (Ellis, 2003; Darius, 2012; Nation, 2013). However, some issues occur in the classroom speaking activities which typically indicates students' speaking skill in Indonesian context (Fauzi, 2016).

The first issue is regarding the students' minimum vocabularies and poor English grammatical knowledge as well as poor pronunciation skill to enhance students' English-speaking skill. The second issue is concerning the students' low self-confidence in practicing their English oral skill. The latter issue is regarding the non-existence of

qualified teachers in English speaking instruction. The final one is related to the lack of the school/institutional provision regarding the facilities which can enhance students' learning activities such as computer, English learning software and other electronic devices which can foster the students' language improvement especially in speaking skill in Indonesian ELT context. However, Zulfikar (2009) argued that the most highlighted problem which is accountable for students' low performance is the teacher's low qualification in their pedagogical competence. It is indicated by the teacher's non-innovative and uncreative selection of teaching strategies which are comfortable and interesting for students which corresponds to the student-centred learning.

This fact shows that teachers need to be creative in the teaching and learning process. Being “*creative*” in this context means that the teachers must be able to select the appropriate communicative strategies or tasks based on the students' needs. A study by Wu (2008) had proved that there are differences in learning strategies of the students based on the proficiency, in which higher proficiency EFL students use learning strategies more often than lower proficiency EFL students, especially cognitive, metacognitive and social strategies. Therefore, teachers need creativity to design and develop the suitable communicative activities which urge to encourage the students to improve their communicative competence. An example of study had been conducted by Bin Tahir (2017), which show that teachers need a combination of approaches in teaching such as immersion, transitional approach, dual language, and pullout. These studies show that teachers need to consider many aspects in teaching and learning process, especially in the choices of strategies.

One of the recommended places in Indonesia to study English is at KIP Kediri. It is located at Anyelir, Brawijaya, Kemuning street in small village Tulungrejo and Singgahan, Pare, Kediri, East Java. KIP Kediri was established in 1977 by Mr. Kallen with his institution initially known as “Basic English Course (BEC)”. There are more than 100 English courses in KIP, Kediri in 2018 that students or parents can choose. Some of them are *BEC, Interpiece, EECC, HECI, Elfast, Daffodils, Mahesa, Kresna, Global English, Marvelous, Peace and Mr. Bob*, etc. BEC English course, for example, consists of 2 centers which has around 1000 students for every ONC (Opening New Class) which is held annually. Furthermore, some of the dominant programs provided at KIP, Kediri

are four English-language skill mentoring, TOEFL, IELTS, and TOEIC especially for speaking skill and speaking internship program.

Strategies and approaches of English teaching at *Kampung Inggris Pare* (KIP), Kediri is more unique, creative and varied in every single teaching activity. Those KIP, Kediri's strategies and approaches in teaching English especially speaking skill could improve their student's English competence which became an instructional goal of English schools (Ardiansah, 2014; Afif, Sutiksno, Hardiyanto, & Shiratina, 2015).

For that reason, the researchers are interested to explore the teaching strategies applied the teachers in teaching speaking at KIP, Kediri. The major purpose of this study is to explore the strategies applied by an English-speaking Teachers of INTERPIECE in carrying out their class. Findings from this study can become a reference for English teachers in Indonesia and Makassar, South Sulawesi, in order to apply effective strategies in teaching English.

Methods

This research was conducted under *qualitative method*. In this study, the researchers used qualitative study by applying case study. ¹⁵ Qualitative research is the collection, analysis, and interpretation of comprehensive narrative and visual data to gain insights into a particular phenomenon of interest (Gay, Mills, & Airasian, 2006, p. 399). Case study is a systematic methodology involving the discovery of theory through the analysis of data.

The subjects of this research were two English Teachers who teach English for beginner class. One of them teaches vocabulary and another one teaches pronunciation in speaking class. Before deciding the subjects; the researcher had conducted a preliminary study by interviewing some Students of INTERPEACE English School at *Kampung Inggris Pare, Kediri, (KIP, Kediri) East Java* in knowing their speaking skill and teacher who used various teaching techniques in speaking class and make students speak English entirely.

Participant observation was conducted at the subjects' dermatory and at the English Course classroom, a total of 30 days. The data were collected by observing the teachers and students in the classroom while getting involved to participate in the

classroom process. The class was observed for 90 minutes for each meeting; there are 20 meetings in one level of the program in Brian English course. The notes were taken during the observations. Interview was also conducted with the two teachers. The interview was intended to obtain the data to support the data that had been collected, or to obtain the data which cannot be obtained through observation alone.

In analysing data, *Thematic Content Analysis (TCA)* was employed (Nowell, Norris, White, & Moules, 2017). TCA as the name implies, includes the content descriptor which emphasizes themes. It comprises three general steps: *1). Pre-analysis*, *2). Exploration*, and *3). Treatment and Interpretation* (Bardin, 2011). *In the pre-analysis step*: the goals of the content analysis were set by putting the relevant-based materials into a good selection according to its goals, analysing the materials after reading, setting up the materials in an organized way for conducting analysis. Then, *in the exploration step*: the analysis unit was determined, e.g. the smallest section of the content where an element could be recognized, that was, the part of the text to which code was linked. The analysis unit can be words, paragraphs, or themes. The *last stage*, generally known as *treatment and interpretation* was done by considering the rules established in the exploration stage, and inferences can be used.

Results

Based on the data which have been analyzed through *TCA*, the researchers, in this section, presented the descriptions of teaching strategies in speaking skill in *INTERPEACE* Course Place, one of the leading course places in speaking class at KIP, Kediri. Furthermore, the researcher classified the findings pertaining teacher's strategies into two categories which include strategies in teaching speaking skill in terms of *vocabulary* and teaching speaking skill in terms of *pronunciation aspect*.

Strategies in Teaching Vocabulary

Rote Learning

Table 1: Rote Learning

No.	Strategies	Procedure	Day/Date
1.	Rote learning (Memorization strategy).	The teacher has to arrange the classroom with round model. Before students entering the class, the teacher checks the student's vocabulary.	Monday, 22 May 2018 07:00:0830

Based on the above table, it shows that this strategy was derived from memorization strategy in which in this course, INTERPEACE, most teachers employed “rote learning”. This kind of activity was always given for students in every meeting during the beginning of the observation, especially for checking the students’ attendance list. Students were not allowed to attend the classroom before completely memorizing the vocabularies assigned by the teacher in their previous meetings. Although “rote learning” has been considered as a traditional and negative memorizing task, it was still considered as the effective strategy especially in INTERPEACE, KIP, Kediri. Moreover, when it was combined with many other kinds of techniques such as recording the vocabularies’ pronunciation, repetitive reading and listening while covering a half part of the book with English in half page and showing the other half part of the book with Indonesian. Students were assigned to perform this series of task by their teacher to consolidate the previous vocabularies they have learned.

Flash Card Exchange

Table 2: Flash Card Exchange

No.	Strategies	Procedure	Day/Date
2	Flash card exchange (Cognitive strategy).	The teacher arranged all the chairs into a cycle. Students sit on a chair and held a flash card Teachers taught students about bad habits, and then each student was having a different picture of bad habit on their flash card.	Wednesday, 23 May 2018 7.00-8.30

One student was standing on the middle of the cycle without holding a flash card.

Teacher called out different bad habits.

Two students who had those bad habits on their flash card had to swap place.

Students in the middle had to try to sit in one of their seats while they were on swapping chairs.

If the student in the middle managed to sit in one of the chairs.

The student left standing had to give their flash card to the students who were taking their place.

From table 2, it can be seen that this strategy was derived from cognitive strategy where the learners should be alert directly on incoming information, manipulating it in multiple ways that enhance learning process. In this entertaining game, flash card was useful to teach vocabulary. This game helped students made simple inferences based on the information (instruction) given by their teacher. Swapping the chairs is the element of interactive and fun game. Students think as if they are playing but they are actually learning. This simple flash card game is visual teaching aid which is important to help communicate meaning and help students memorize new words. All in all, this game is not only interactive and fun but also it can be learned by studying them with pictures of their meaning instead of the definitions.

Drawing Games

Table 3: Drawing Games

No.	Strategies	Procedures	Day/Date
3.	Drawing Games (Cognitive strategy)	Teacher divides the class into two teams. One student from each team is taken out of the classroom. The two students from each team are given a marker.	Friday, 25 May 2018 7.00-8.30

They are told the name of a famous film, TV show, book or person, etc.

The team try to guess the answers.

The first team who answered correctly would win a point.

Two students were taken out the room again and so on.

From table 3, it can be seen that drawing offers numerous benefits in language teaching especially English. This strategy was a part of cognitive strategy which can substitute other types of pictorial game in vocabulary instruction. Drawing game is the classroom activity which can be divided into two forms. The first drawing is drawing on the board conducted by the teachers where they want to illustrate the meaning of new language in presentation. The latter one is drawing done by students, which consists of various forms such as for reading, listening and exercises. However, in this game, the representative students themselves were in charge of drawing the objects they were told by the teacher. Guessing in this cognitive strategy was a final part of the game which has a similar purpose with the compensation strategy. In this game, making inference after seeing the image was mostly emphasized before deciding to guess. So, it still dominantly employed the elements of cognitive rather than compensation strategy regardless of the use of guessing element.

Hot Seat – (Guessing Games)

Table 4: Hot Seat – (Guessing Games)

No	Strategies	Procedure	Date
4	Hot Seat – (Guessing Games) - (Compensation Strategy)	The teacher starts by dividing the classes into two groups. The teacher takes two empty chairs and place them facing away from the board.	Monday, 28 May 2018 7.00-8.30

The teacher gives a chance to one student from each team to sit on the chair³ facing away from the board.

One person from each team is asked to sit on the chairs facing their team and having their backs toward the board. These chairs are hot seats.

The teacher writes a list of words clearly on the board.

The teacher explains the rule of the game to have the students understand in order to run the game properly.

Students in the hot seats are listening to their group mates explaining the clue of words written on the board while their group mates continue to explain until teacher says ”*stop*”. The students on the seats may ask further questions to their group mates if they want to clarify their explanation.

When the teacher says “*stop*”, the one who sit on the chair may guess.

The first student from each team who mentioned word correctly score a point³ for their group and take turn to change place with someone on their team.

The other team had to keep same player on the hot sit until he can answer the words first.

The teacher writes the next word.

Subsequently, the other strategy used to teach vocabulary in speaking class was compensation strategy. This kind of strategy is beneficially used for understanding and producing new language items despite the lack of knowledge possessed by the learners. This strategy may include guessing game. This game is interesting to play, and it includes the interactions among group of people, in pairs or in team. The basic principle for this game is actually one person/a group of people know something that another person/other group of people should find out what it is. From the implementation above, it can be seen that “guessing game” in a classroom promotes fun and interactive elements. The main points of the above game are promoting interaction, group-work, and the values creation which imply mutual-respect and communication. Based on the assertions above, it can be concluded that guessing game is a simple game encouraging students guessing something in which a person or participant competes both individually or in group to identify or find out about it.

Miming Games

Table 5: Miming Game

No	Strategies	Procedure	Day/Date
5.	Miming Games (Compensati on Strategy).	The teacher divides the class into a group of 4 or 5. The teacher provided a sentence written on small pieces of paper that would be described by the students using ‘mimic’. A sentence, at least contain Subject + verb + Object... The teacher gives a chance to one person from each group to come forward, practice “ <i>miming</i> ” without any voice but only with the body movement/gesture-and mouth as if they talked. The team who could guess every sentence correctly is the winner	Tuesday, 29 May 2018 7.00-8.30

Another compensation strategy which also offers the learners with fun and interactive atmosphere is *miming game*. In this fun game, the role of gestures /body language is critical. It is because gesture/ mimic can communicate meaning in different perspective, only speech can make the performance more effective followed by gestures and body language. Specifically, this game is characterized by the inexistence of voice but only rely only on body-language communication. Mime as non-verbal communication has yet to wait for the reach of broader audience in current world. Similar to guessing game, miming game can also be played both individual and group game. Mime provides all types of knowledge only through gestures. Because mime is not representative of any languages, mime is considered as a pedagogical tool to encourage the EFL learners to teach vocabulary in English speaking skill.

Topical Discussion

Table 6: Topical Discussion

No	Strategies	Procedure	Day/Date
6.	Topical Discussion - (Social Strategy)	<p>The teacher needs to consider some main things in the classroom to ensure that they can run properly.</p> <p>The students are provided with some planning time, both in individual or in small groups. They are given time and topic. Students are given some associated vocabularies and functional language for the discussion.</p> <p>The teacher chooses the topics which she/he believes the students find it interesting.</p> <p>The teacher brainstorms some ideas from students for discussions they'd like to conduct and use the ideas as a starting point at the end after the previous topics have been completely discussed.</p>	<p>Tuesday, 29 May 2018</p> <p>8.30-10.00.</p>

The last strategy of vocabulary instruction implemented in KIP; Kediri was social strategy. Social strategy itself serves as the help for students learning through interaction with the others. Therefore, this strategy acts as a useful tool to help learners facing when facing speaking activities. As we know that the essence of speaking skill lies on the interaction and communication among people. Therefore, using social strategy helps students improve the opportunities to employ the target language. The manifestation of social strategy is *topical discussion*. Discussion in the form of group talking about certain topics aims to achieve some goals including increase the students' responsibility for their own learning, develop social and leadership skills and get involved in the alternative instructional approach. Discussion is defined as the cooperative attempts on the part of a group of individuals to work together as a group through verbal exchange of ideas. From the definitions above, it can be concluded that discussion is the exchange of information, opinion and ideas in oral form.

Strategies in Teaching Pronunciation

Tongue Twister

Table 7: Tongue Twister

No	Strategies	Procedures	Day/Date
1.	Tongue twister (drilling technique)	The teacher comes to explain the task to the students. The teacher introduced tongue twister exercises that students should practice and write in their symbols on the white board. The teacher reads aloud the words and he asks students to listen carefully. The teacher reads aloud words randomly which are selected from the list. Ask the students to identify the words by watching the movement of the teacher's mouth and tongue.	Monday, 21 May 2018 Tuesday, 22 May 2018 Wednesday, 23 May 2018 Friday, 25 May 2018 Saturday, 26 May 2018 Monday, 28 May 2018 Tuesday, 29 May 2018

The teacher asks students practice pronouncing the list of tongue twister sentences.

The teacher repeated another tongue twister, for example: I ate an apple and a banana in cinema in Canada and Martha smith's an author and an athlete.

This strategy employs a drilling technique. Drilling is potentially a good practice for beginner students to start their English-speaking learning since this technique provide students with rehearsal opportunity on the language practice pertaining the production of accuracy. Tongue twister, as the fun and interesting pronunciation game, should initially be introduced before practicing and writing their symbols on the board. Tongue twister is defined as the activity where teacher reads aloud the words/phrases while students are listening carefully and then students are repeating after the teacher. It can also be defined as sentences or phrases which are intended to be challenging to pronounce particularly when repeated rapidly and frequently. Similar to rote-learning implementation in vocabulary teaching, tongue twister also becomes one of the most frequent techniques to apply in pronunciation class especially in English speaking skill. Basically, this activity aimed to consolidate the English sounds the students had learned by creating a game like atmosphere for the practice. It was good to include tongue twisters that highlighted particularly problematic minimal sound differences (e.g. pronunciation of /f/ and /v/; /s/ and /ʒ/; /f/ and /θ/).

Sammy Diagrams

Table 8: Sammy Diagrams

No	Strategies	Procedure	Day/Date
2.	Sammy Diagrams	The teacher is teaching students about a phonetic alphabet. Students practice it in pairs and group.	Tuesday, 24 May 2018 14.00-15.30

Teacher made sure that every student had known and distinguished each sound as represented by phonetic symbols.

The student had to spend considerable time to master each phonetic symbol.

After memorizing the diagrams, students are asked to draw the diagrams corresponding to each phoneme and produce the correct explanation of how they were produced.

The teacher gives students a short-term proficiency test such as a quiz as an effective testing. In this case, because it is giving students' an opportunity to review the materials in order to perform well on the test.

The purpose of presenting this activity is to grow the students' consciousness of the position of the mouth when English sounds (consonant and vowels) are produced. This activity also aims to improve students' automaticity in pronunciation by (using repetition-drill). This strategy employs a lecturing technique and followed by drilling technique as well. In order to produce native-like or understandable sounds, learners have to learn how they are produced, and they must acquire the accurate forms or positions of the mouth when they are produced. This strategy was taught by making sure that every student has known and distinguished the sound represented by phonetic symbols. Therefore, the students had to spend considerable time to master the symbol. After memorizing the diagrams, students were asked to draw the diagrams corresponding to each phoneme and produce the correct explanation of how they were generated.

Picture Dictation

Table 9: Picture Dictation

No	Strategies	Procedures	Day/Date
3.	Picture Dictation	Students had a picture given by the teacher. The background series of pictures containing objects that represented the minimal pair words. Students followed the instruction to highlight the picture of their minimal pair words which included activities such as coloring, making marks, or drawing additional items.	Saturday, 26 May 2018 14.00-15.30

Mostly, the implementation of pronunciation instruction employed dictation by using pictures or flash cards. Getting the students to write down and repeat orally what teachers had said was good for listening practice which facilitated the oral production. Especially when practicing minimal pairs, the students really needed to listen carefully in order to respond the other speakers' questions properly in communication process.

Words Chain

Table 10: Words Chain

No	Strategies	Procedure	Day/Date
4.	Words Chain	The teacher gave the instruction to all students to stand up then one student is starting by saying any English words. Students next to them then had to say a word which began with the last letter of the previous word. The next student followed suit and so on for example: Environment-totally-young steers-shadow-waiting list-twin-namely and so on.	Tuesday, 29 May 2018 14.00-15.30

The game is starting over when one student answers incorrectly or if they could not think of a word.

The student was then out and had a sit down, and the last student remained standing is the winner.

This was a quick EFL spelling game which was very simple but. to set up and play. This kind of interactive and fun game was conducted by teacher by giving the students opportunity to speak up any English words whatever on their mind. Then, it is continued by next student by speaking out a word in which the initial is from the last letter of the previous word. The next students follow the line and so on. The idea can also be creating a word chain in which the last two letters of a word formed the first two letters of the next. Word chains help students with their spelling ability because they are encouraged to recognize possible letter combinations. It sounds complicated but beginner students may quickly follow the rules and the scoring system. From the elaboration above, it is clear that this word-chain was apart from teaching students' vocabulary but also teaching the students' pronunciation and especially facilitates the recall of previous knowledge regarding vocabulary spelling.

Choral Drill

Table 11: Choral Drill

No	Strategies	Procedures	Day/Date
5	Choral Drill	The teacher pronounced the word for each picture, pointing at it one by one, 5 times or start from the teacher. The next is the right side of students saying 5 times to the left side then saying it together while students expressed the feelings. Students repeated the word after the teacher in chorus.	Wednesday, 30 May 2018 14.00-15.30

The teacher reminded students that they followed pronunciation and miming strategy should be worked on all the time, while doing this, the teacher could label the picture with the words written on the cards.

This activity can be done rather quickly, so that students did not get bored so easily.

Another drilling technique applied in this study was “*choral drill*”. It involves the learners giving an oral model of a word or phrases and the whole class repeating it. Drilling actually helps learners memorise language but still under the teacher’s control. The teacher can correct any mistakes that students make and encourage them to concrete on difficulties at the sometime. The use of this technique in pronunciation instruction provided the students with opportunities to practice the sounds of new words or phrases especially the phrases which could be used in the future communication activities. Choral drilling gave a lot of fun and made some languages more memorable. This activity was conducted twice in the afternoon on 30th May 2018. This activity is a typical daily routine for pronunciation class. Specifically, in this technique, teacher pronounced the words for each picture pointing at it one by one while students expressed certain feelings. Subsequently, students repeated the words their teacher has repeated in chorus. Pronunciation and miming are strategies that should worked on all the time. During this technique implementation, the teacher was able to label the vision.

Spelling Race

Table 12: Spelling Race

No	Strategies	Procedures	Day/Date
6.	Spelling race	The teacher is divided the class into two teams. The teacher is helping up a card with a picture on it. Students had to spell the words. The first student from each team is running to the board and writing the first later.	Wednesday, 30 May 2018 14.00-15.30

Students ran back and tag the next person who ran to the board and writing the next letter and so on. The team complete the word quickly is winning a point. The teammates could help the writer by shouting out the correct answer or by writing the letter in the air.

This EFL spelling game was best played in large classes. It worked well with young learners especially at the beginner class. This activity was conducted twice in the afternoon in 30th May. This activity is the second most frequently daily routine for pronunciation class IN KIP, Kediri. The idea can also be created similar to the word chain. However, after the teacher divided the class into two groups – the teacher then held up a card with picture on it and students had to spell the words. The first student from each team ran to the board and wrote the letter but one by one. They ran back to their group and tag the next person who ran to the board and wrote the next letter, and so on. The first team to complete the word quickly won the game. Spelling game helps students with their spelling ability also to strengthen their memory on the new information but in fun and interactive way. It sounds complicated but when students are beginner students, they may quickly comply with the rules and the scoring system. From the explanation above, it is clear that the spelling game (spelling race) was not inseparable from teaching students' vocabulary and pronunciation. The spelling race facilitates the recall of previous knowledge regarding vocabulary spelling.

Discussion

Based on the results of the observation above, it was found out that teachers at KIP, Kediri employed many kinds of strategies in teaching speaking skill both in vocabulary and pronunciation instruction.

The teaching strategies for vocabulary employed by ELT Teachers in KIP, Kediri were rote learning, flash card exchange, drawing games, guessing game, miming game, and topical discussion. In vocabulary instruction, the teaching strategies included direct

and indirect strategies. In pronunciation teaching, some strategies were applied such as drilling technique in the form of tongue twister and choral drill, lecturing strategy in the form of Sammy diagram, cognitive strategy is in the form of picture dictation, and communicative games in the form of word chain and spelling race.

Based on the findings from the interview with Teacher A (Vocabulary teacher in speaking class), he claimed that applying “*rote learning*” aimed to consolidate the students’ memory and attention on the previously-learned vocabularies was quite effective. In line with this finding, Nguyen and Nga (2002) didn’t even recommend the use of this strategy. He claimed that vocabulary learning by using this technique seemed to be ineffective for English language learners although memorization technique is good to some extent since it helps learners learn and apply the correct type of words. However, despite the negative belief about rote learning, it was contrast to Nation in Sinhaneti & Kyaw (2012), they found that the repetition like *rote learning* was essential for vocabulary learning because there is so much to know about each word that one meeting was not enough to gain this information, because vocabulary items should not only be known but also should be understood so that they can be fluently accessed.

The other teaching strategies which were also employed to improve vocabulary acquisition in speaking skill were cognitive, compensation and social skill. Furthermore, cognitive strategy in this research was manifested in the form of pictorial games/cards and drawing games. The provision of images in vocabulary instruction contributes to the increasing effect of remembering the new words especially in the teaching of speaking skill. It was in similar thought with Joklová (2009) that the distinctiveness of pictures/images make the single vocabulary more memorable especially when the pictures are personified in the form of drawing activity (by the teacher to students to guess or by the students themselves to draw for their own classmates to guess). However, Joklová suggested that the preparation for integrating pictures to the vocabulary lessons in communication class would be a little bit time-consuming especially for novice teachers.

The other interactive games for improving the students’ vocabulary development were guessing games and miming games. Guessing games, according to Teacher A in KIP Kediri, was one of the most preferred teaching strategies for students. Guessing game

was considered by Teacher A as the activity encouraging the students for communicating in English and providing the students with relaxed atmosphere in their learning process. Anggreyni (2014) confirmed the benefits this kind of game could offer to students. Guessing games train the students to describe comprehensively their vocabulary and sentence structure, to express opinion and use functional language skill in speaking, to assist students to comprehend the topic of guessing, to assist the students to speak more natural, to give students motivation to speak and to build up their confidence in speaking. Lee stated that both guessing games and miming games were similarly useful for developing and strengthening students' concepts or ideas in oral communication skill but in relaxed learning atmosphere (cited in Tuan & Doan, 2010).

Another compensation strategy which represents interactive game was miming game. From the interview results, this game was considered to develop the concepts and reinforce them and also good for ice breaking. This strategy was also considered effective to encourage students to practice their skills in English oral communication. Therefore, it made students fun and didn't feel bored. It was in line with this result, Lee in Tuan and Doan (2010) stated that both guessing games and miming games were similarly useful for developing and strengthening students' concepts or ideas in oral communication skill but in relaxed learning atmosphere.

The very last strategy was social strategy which was realized in *topical discussion*. It was claimed by Teacher A that this typical activity enhanced students' cooperation and social skills. According to Teacher A, employing this kind of technique contributes to the better development of students' responsibility with their own learning process. This was very relevant to the finding of Kidsvatter in Argawati (2014) that the implementation of group discussion set in small-group potentially met the objectives of improving speaking skill which was indicated by the enhancement of vocabulary and pronunciation and the improvement of self-values such as autonomous learning, social and leadership skills.

The typical features of finding above especially related to the *topical discussion* concepts was similar to the concept of *Mudzakarah* explained by Munawaroh (2010). Munawaroh associated *Mudzakarah* to discussion method. This could be seen from the definition of Sukamto (1999) that in Islamic boarding schools – there were a number of specific instructional strategies which was only followed by senior boarders. One of them

was *Mudzakarah* which covered scientific discussions talking about worldly knowledge. From the statement above, it is clear-cut the method that *Mudzakarah* has is similar to the *topical discussions*.

In line with Munawaroh, Sanjaya (2009) defined *Discussion method* as the learning method which let students encounter the problems. The main goals of having discussion are solving the problems, responding to questions, enhancing and understanding students' insights and also for making decision. The goals stated above went in line with the findings proposed by Munawaroh (2010), that students' activities in the classroom involved those four goals above.

From the strategies applied in vocabulary instruction above, there are four sequential strategies which are systematically organized in building the students' vocabulary development. Initially, memorization strategy (rote learning) serves as the consolidator of new vocabularies obtained by the students. Then, cognitive strategy serves as the students' trigger to associate the words with the pictures and make inferences based on the images. They are in the form of flash card exchange and drawing games. A bit complex process is the compensation strategy. In this strategy, the students begin to apply the vocabularies in communicative activities such as guessing games and miming games. Finally, the most complex vocabulary building is the social strategy where the students build more complex communicative activities by asking questions, sharing ideas and opinions, doing the exchange of information, concepts or ideas such as in discussions both in pairs or in groups about various topics. Therefore, the researcher claimed the series of strategies above as the applicable for building the students' vocabulary development in systematic way and named it as "*Systematic Vocabulary Building/SVB*" as one of the research discoveries. As the name implies, what made this strategy different with the other strategies is that this strategies are the combination of vocabulary strategies which can build up and develop the students' vocabulary acquisition in order to master speaking skill from the simple one to the more complex speaking activities.

In pronunciation class, the teacher (Teacher B) dominantly employed repetition and drilling technique. The repetition and drilling technique are repeated operations or exercises desired to develop a skill or habit with a systematic procedure (Yuwanda, 2017).

There were five strategies observed by the researcher in the pronunciation class in speaking skill. They were memorization tasks, lecturing (teacher-centred method), cognitive strategy, drilling technique and communicative games.

For repetitive tasks or memorization, “*tongue twister*” technique became the choice. This practice trained the students to practice difficult sounds in phrases or sentences. According to Teacher B, (the pronunciation teacher) in speaking class, this kind of activity was intended to reinforce the English sounds (vowel, consonant, stress and intonation) that students had learned by creating a game like atmosphere for the practice. In line with this, Rohman (2016) conducted a study investigating a tongue twister technique to improve EFL students’ pronunciation. The finding revealed that tongue twister technique was proven as the effective technique to improve EFL students’ pronunciation since there was a significant improvement of students’ score from pre-cycle to the last-cycle. From this, it can be inferred that tongue twister is suitable for students as it creates a supportive environment in teaching and learning process and promotes pleasant or joyful learning atmosphere.

Another pronunciation teaching technique was *Sammy diagrams*. In this technique, the teaching just employed conventional “lecturing”. To have the effective pronunciation teaching, having an understanding of how the speech sounds of English are produced is important. This technique was conducted to grow the students’ recognition on how the mouth was positioned and how the speech sounds were produced. The finding obtained from the interview with the Teacher B. was that *Sammy diagram* was good to be used for teaching pronunciation. The students were considered to be able to improve their pronunciation just by memorizing parts stated in a diagram. However, this didn’t explain the kind of phonetics explained in the diagram. In contrast to the above finding, Kumazawa (2016) just stated that merely memorizing the parts in diagram would make no difference at all. The good way to master the diagrams could be done through formal teaching (lecturing). However, teachers had to formally lecture on the diagram to facilitate learners’ learning on pronunciation, not only that the success of learner’s memorization leads them to grow their consciousness on the correct forms but also help the learners produce the accurate sounds.

Another technique for teaching pronunciation in speaking skill is by using *pictures/cards*. This practice trains the students to describe a picture using words containing target sound. According to Teacher B, she had to prepare such as creating a page containing pictures of objects that contain the sound (s) being practiced. Dictate instructions for learners to follow.

Another form of pronunciation teaching technique was *Choral Drill*. In this technique, choral drilling involves students giving an oral model of a word or phrases and the whole class repeating after the teacher. According to teacher interviewee, Teacher B, she claimed that choral drilling helped learners memorise language with the teacher's control. Apart from that, teacher could give any correction to any mistakes that students make and encourage them to concrete on difficulties occasionally. The benefits above were similar to what Yuwanda (2017) has found that using choral drilling in pronunciation instruction was better employed in order to improve the students' speaking skill. Choral drill can give students' retention and it can make some bits of language more memorable.

Quite similar to the concept of *choral drill*, *Mudzakarah* also contains some technical concepts similar to choral drilling including a) remembering Allah by reciting AlQuran and calling Allah's names, b) teachers giving oral model of something repeatedly and students follow it, c) students practicing new words or phrases revealing strange attributes of something, d) recalling something forgotten (al-muhafazhah), and e) performing the act of remembering (*mudzakarah*), and g) expressing what is in the heart orally.

Due to the similarity of concepts between *topical discussion*, *choral drill*, and *Mudzakarah*. The researcher integrated both of them by initiating the new term with "*Mudzakarah Teaching Strategy/MTS*" as one of his research discoveries. The researcher claimed that this strategy is one of the best strategies in the world because it integrated vocabularies and pronunciation teaching all at once in a meeting for improving their speaking skills. What makes this strategy standing out from the other strategies is that this method integrated two language elements (vocabulary and pronunciation) while employing content-based instruction (Islamic Content Knowledge) inside it such as six points of Sahabah and Prophet's and His companions, etc. This strategy can also give

birth to knowledge, experience and values internalized into the heart/conscience ('ilm al-yaqin) as well as the enhancement in pronunciation and spelling ability.

Conclusion

This study concludes that teachers at KIP, Kediri employed many kinds of strategies in teaching speaking skill both in vocabulary and pronunciation instruction. The teaching strategies for vocabulary employed by ELT Teachers in KIP, Kediri were rote learning, flash card exchange, drawing games, guessing game, miming game, and topical discussion. In pronunciation teaching, some strategies were applied such as drilling technique in the form of tongue twister and choral drill, lecturing strategy in the form of Sammy diagram, cognitive strategy is in the form of picture dictation, and communicative games in the form of word chain and spelling race.

Findings from this study have some pedagogical implications. Findings show that the teacher's strategies at KIP, Kediri which emphasized on student-centered learning both direct and indirect strategies were effective to be applied to improve the vocabulary development. Moreover, the integration of rote learning (memory strategy) in vocabulary instruction class was still considerable to use for consolidating the students' vocabulary development. The teacher's strategies which emphasized on the repetition and regular drills in teaching pronunciation were considered to be necessary to foster the students' phonetic recognition. In addition, the implementation of teacher's strategies using direct and indirect strategies (cognitive, compensation, and social strategies) in teaching vocabulary and the implementation of drilling technique or repetitive tasks in teaching pronunciation were considered to be effective to improve both vocabulary development and phonetic recognition in speaking skill provided that the strategies involved the elements of interactivity, games and collaboration. Since KIP, Kediri Indonesia has been chosen as recommended place to study English in Indonesia, exploration of teachers' strategies in this study can become a model for creating effective learning environment for studying English in another area of Indonesia, especially in Makassar, South Sulawesi.

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