



Challenges in Teaching Speaking at English Course, Kampung Inggris, Pare

Diniyati Kesuma Sari¹, Ahmad Latif Mahruf²

¹English Department, FBS Universitas Negeri Padang, Padang, Sumatra Barat, Indonesia

²English Department, FKIP Universitas Islam Malang, Malang, Jawa Timur, Indonesia

*Corresponding author: diniykesumas@gmail.com, ahmadlatifmahruf90@gmail.com

ABSTRACT

Teachers play complex roles in schools. It requires them to treat their students as consumers of knowledge as torturing, caring and developing minds or talents. Somehow, some problems may attack their fight to reach their goals. It could be from internal and external factors that should be considered. Managing a class is not the same as handling formal and informal schools. Some teachers have different perspectives depending on the circumstances. In this term, speaking in *Kampung Inggris Pare*, specializing in English-speaking courses, has some challenges that the teachers face due to students' backgrounds, diversity of age, or motivation. The focus of the study is observing ten teachers of *three English Courses* facing the issues of teaching speaking. This study was descriptive qualitative. The sources of the data were events, information, and documents. The writers gathered the data from classroom observation and interviews and checked the trustworthiness through triangulation. The students experienced some problems in class, such as background variety, age diversity, mother tongue problems, indiscipline students, gender comparison, and dominant students. On the other hand, the teachers faced the challenges in class, such as appropriate teaching strategy, classroom language, favorite teacher, and classroom arrangement. The problem-solving used by teachers is building motivation, giving a task, giving an example, or direct correction. The conclusion is that teaching speaking in informal schools has some challenges and solving problems based on its need.

Keywords: *Teaching speaking, English course, challenges in teaching speaking.*

1. INTRODUCTION

Many people learn English to improve their travel, communication, and work skills. According to Harmer [1], people learn English because they have relocated to a target-language community and must communicate effectively there. In line with this, many Indonesian communities, such as some elite offices, require their employees to be able to at least, speak English properly. In this condition, many graduated high school students preparing themselves for continuing to higher education or applying for a job decide to learn English at a course as an additional English class. Unfortunately, some claim that English is still difficult to be mastered. Many factors might affect the process of learning English. In general, only a select few Indonesians are proficient in English because it is a foreign language to them. As Nunan [2] stated, a favorable atmosphere also helps people take more ownership of their thoughts. This circumstance prevents pupils from having an interlocutor to improve their speaking skills. Students find it easier to make friends who share their goals when they enroll in their chosen English classes and follow all the requirements. According to Biswas [3], learning a language in a

communal setting makes one's physical and cerebral elements more natural. In reality, many graduates integrate into the English-speaking population to improve their language skills.

Today, one of the good options for students to learn English is the English-speaking community in Pare, Kediri, East Java, also known as Kampung Inggris. Ulfa & Nurul [4] mentioned that this place had been noticed in a national T.V. commercial in Indonesia. Many students have taken many times to study English here. Kampung Inggris Pare is the most significant English community and one of the ultimate options for learning English. In addition, Syafira [5] stated that one of the reasons is that many teachers have innovative teaching strategies. In a long teaching process, some challenges could be problems for those teachers.

As mentioned by Dina [6], she examined the Mahesa English Course Pare teachers' issues with their English-speaking lessons. Due to the variety of the students' backgrounds, many teachers struggle to apply an effective teaching speaking technique. The same problem was also found by Dhevi [7]. She investigated that the teaching problem at Elfast, Pare was caused by internal and external factors. Both factors could be from the teacher and also students.

Related to the former investigation of teaching speaking in Kampung Inggris, the results show that the study has only explored the problems faced by the teacher in education speaking in a particular course at Pare. Although there are many approaches to teaching speaking, the problems still affect the teaching process. Furthermore, the above elaboration about the teacher's concern that the researcher found in preliminary research, this study is in investigating the challenges encountered at speaking lessons at English Courses in Pare, East Java.

1.1 Teaching Speaking at Kampung Inggris

To speak, students must be linguistically competent in terms of grammar, pronunciation, and vocabulary, as well as sociolinguistic capable of understanding when, why, and how to generate discourse [8]. Producing, receiving, and digesting information are all steps in the interactive process of creating meaning when speaking. It frequently evolves, is open-ended, and is spontaneous. Speech is not always random, however. Teachers should consider certain factors while pointing out student errors throughout the teaching and learning process. In addition, the context in which teaching takes place—which includes the participants themselves, their experiences, the physical setting, and the objectives for speaking—determines its shape and meaning.

In this term, the form of teaching speaking is for adult students. Malillin [9] asserts that the concept of "adult learners" may vary depending on the intended point in each term. She approaches the word refers to those between the ages of 21 and 25 and older than the typical high school graduation age. She said that it was their choice whether or not to participate in a certain kind of education. The pupils fulfilled a need or interest that was social, professional, or personal.

On the other hand, motivation is a crucial component of effective learning. The reasons why adult students still need to study English are pretty particular. These will motivate them to encourage themselves always to keep practicing speaking. Additionally, as adult students, speaking well is a means to boost confidence and accomplish several personal objectives. It makes it easier for teachers to fulfill their duties as motivators during the teaching and learning process. Many adults can maintain their drive by clinging to a distant object in a way that teens find more challenging.

In teaching speaking for the adult class, teachers bring an essential role in the lives of students in the classroom. They have to understand the condition and needs of students in the school. According to Vanbaren [10], there are some roles that teachers should consider to have successful learning. Teaching knowledge becomes the central role of teachers. The teachers teach information to students based on the subject. Lectures, small-group activities, project-based learning, laboratory experiments, and other learning methods can all be used in the information process. The dual role of teachers is creating a classroom environment. Archana & Usha [11] declare that the instructor is the only person in the room with the expertise, resources, and knowledge required to

instruct the students. Teachers control the students entirely in a positive or hostile learning environment. If the teachers create a good atmosphere in the classroom, the students will enjoy transferring information and vice versa. The third role is role modeling. The teachers show good attitudes and behavior to students and reasonable reflection of students. The fourth is mentoring. The teachers are mentors for the students in terms of motivators in obtaining good achievement. It is the responsibility of the teachers to motivate the students to reach their full potential. Finally, the last role is signs of trouble. Teachers serve as their pupils' guardians. Teachers must disclose any suspicions when they detect a change in a student's conduct or physical indications of abuse.

Kampung Inggris, in Pare, Kediri, East Java, is Indonesia's most well-known English-speaking neighborhood. The largest educational institution in Indonesia, *Kampung Inggris*, serves students, the general public, and all age groups from elementary to senior high school. *Kampung Inggris* begins every 10th and 25th of the year with a program lasting between two weeks and one month. The students come from various backgrounds of age, education, and region. Most students that come to Pare range from 20-30 years. At that age, the teachers select some appropriate strategies in teaching speaking for adults to help them increase their vocabulary, build self-confidence, improve thinking skills, improve their pronunciation skills, increase their knowledge, and teach them to work together.

According to Kesuma & Ahmad [12], in *Kampung Inggris*, there is some speaking activity in the class, such as continuing the story given by the teacher, picture guessing, giving an opinion about the song, and tongue twister. In *Kampung Inggris* Pare, English instructors frequently employ various methods, including lectures, drills, dialogue, discussions, presentations, debates, role-plays, cooperative learning, games, and assignments. Additionally, throughout the teaching and learning process, teachers and students create contact, which warns the classroom environment and boosts students' confidence [13]. The teaching process will not go as quickly if the relationship between professors and pupils is not created correctly [14]. Additionally, because of the setting of *Kampung Inggris*, the training institution has ordered that participants speak English at all times (such as in the English section of the camp). Due to the exciting teaching methods, this educational institution is a beautiful alternative for anybody wishing to enhance their English language abilities.

1.2 Challenges in Teaching Speaking at Kampung Inggris Pare

Speaking is described as "the process of constructing and exchanging meaning via the use of verbal and non-verbal symbols in various circumstances" [15]. Speaking is an essential component of teaching and learning a second language. Despite its significance, spoken instruction has long been devalued by English language teachers, who instead focus on having students

repeat exercises or memorize dialogues. The objective of speaking instruction should rather be to help students become better communicators since only through improved communication skills will students be able to express themselves and grasp the social and cultural norms that apply to each communicative situation.

While speaking and writing are directly comparable, speaking differs from other language abilities. Speaking is challenging simply because English is the language. It is a foreign language that is seldom ever used. People do not have friends to practice their English. Furthermore, it is a skill that needs several times to study. Nunan [16] has analyzed some cases that make English difficult to be mastered. He mentions that speaking is a fluent speech that has a rate of delivery. Students should be able to organize their sentences to be complex, not word by word. For some beginner students, it takes a long time for them to get practice to make spontaneous speaking.

On the other hand, while speaking is an automatic process in processing both cognitive and physical output, the reduced forms that the students will encounter include contractions, elisions, reduced vowels, etc. Many students are unaware of this process, making their speeches more formal and literary. Nunan [17] added that the students should be familiar with the vocabulary, idioms, and phrases used in colloquial English and should practice using them. Therefore, communication will flow more easily when pupils have a solid understanding of certain situations.

Speaking is the spoken use of language to communicate with others, according to Fulcher [18]. Students must practice speaking to improve their ability. Unfortunately, practices outside the classroom are poor substitutes for in-class instruction. In addition, there are circumstances where individuals lack confidence in their intellectual prowess, which may cause them to worry about learning a foreign language. Adult educator Stephen Brookfield [19] discusses the concept of "impostor syndrome," which refers to feelings of inadequacy and ongoing self-doubt that cause people to believe that their accomplishments are far from as good as those of the people around them. This concept relates to the anxieties, insecurities, and fears that adults who return to school experience.

The teachers at *Kampung Inggris* encounter several challenges as they facilitate learning and teaching. Some students come from diverse origins, including various educational levels (students, undergraduates, and postgraduates), cultures (such as Buginese, Minangnese, Sundanese, and Javanese), professions (such as workers, travelers, tour guides, or job seekers), and ages (between 20 until 30 years old). There were difficulties that the teachers had when instructing English at *Kampung Inggris*, including a lack of confidence due to the students' varying ages and even some of the same age, which made the teachers uncomfortable speaking in front of the class Sriwulandari

[20]. According to Syafira [21], when teaching English speaking, a teacher may confront the following difficulties: 1) The instructor or tutor does not know the subject well; 2) The teacher still has limited vocabulary in English; 3) Inefficient time management when doing language instruction, 4). Students lose interest in learning English. 5) The tutor becomes anxious. Additionally, four issues that the *Kampung Inggris* pupils experience in speaking class include students' self-confidence issues, instructors and students not getting along well, age-inappropriate class placement, and a negative environmental impact [22]. Some previous studies only focused on the teachers' problem in teaching speaking at *Kampung Inggris* Pare. As a result, this study will examine the difficulties instructors and students at *Kampung Inggris* Pare have in developing speaking skills.

2. RESEARCH METHODS

A descriptive qualitative study was carried out to understand better the difficulties in instructing speaking in English classes in Pare, East Java. According to Heigham [23], this investigation aims to determine the general understanding of a phenomenon in light of its context. The population and the information acquired in a natural situation require more research using techniques like observation, interviews, or questionnaires. Three English-speaking classes, which advertise that their goal of instruction is to assist students in improving their speaking abilities, made up the population of this study. These approaches were used to observe the difficulties in teaching speaking in English courses. To draw broad conclusions regarding the reality of education speaking, 10 English instructors were also watched and interviewed. These instructors have at least three years of experience instructing English classes. They are, therefore, capable of contributing to this research.

The researchers watched the teaching and learning process at three English sessions with ten English-speaking teachers. It was completed in ten days. Each session lasted 90 minutes. Through the observation, some photographs and video recordings were made. The researchers also identified a few potential teaching-related occasions. Interview formats were developed to obtain more representative data. A scale of the outcomes that appeared the most frequently was examined to interpret the data.

3. RESULTS AND DISCUSSIONS

3.1. Students' Challenges

Based on the observation and depth interviews of those English-speaking teachers, some problems were found in teaching speaking in the classroom based on students'.

3.1.1. Background Variety

Based on the data from 2015 to 2018, most visitors come from Java Island.

Table 1. Background variety

Year	City					
	Aceh, Padang, Lampung	Makassar, Kendari, Manado	Jakarta, Bandung, Jogjakarta,	Lombok, Bima, Bali	Papua	Other countries
2015	21	23	34	11	8	3
2016	23	18	35	13	7	4
2017	23	22	33	10	10	2
2018	21	21	34	12	8	4

The students, who come to Pare, are from various backgrounds. As per the data above, most visitors are from Java. It is easy to reach this place by train. At the same time, others who need to go by airplane could be from wealthy families. Additionally, it affected how things were taught and learned. The students who could pay more can join the entire class like a private class for the long term. The main point is that Javanese people set the dominant culture in this learning setting. It will affect their pronunciation while speaking. Some dialects also destroyed the language learning, English. The social background of the learners and the use of the mother tongue in language classrooms impact the language learning process [24]. The dominant mother tongue in the language classroom will affect the output of language learning.

3.1.2. Ages Diversity

Most of the students are undergraduate students. After graduation, many decide to take several months to upgrade their knowledge and study English. Long this time, they prepare themselves to apply for the job. Based on the qualifications, the company requires the employers to have a certificate of TOEFL or IELTS. It also happens to students who plan to continue their master's degree, not only in Indonesia but also to go abroad. English skill is crucial to be mastered.

Furthermore, many are senior high school students preparing to continue to university. Some of them are elementary school students or retired grandfathers. He said that he loved to study everything. Different ages trigger the way how to speak. According to Romero [25], people find learning a new language particularly difficult because they believe they must handle several different things simultaneously, which seems impossible in actual communication. There are quite a few distinctions between adult and child language learners in terms of their learning environments and learning styles, and as a result, the outcomes may also vary.

This condition brings problems for the teachers. The age differences may cause different understanding among students because their ages determine their intelligence level. It is possible when a young man does not understand what a mature man is talking about. Not only about the students' behavior toward the learning style, but also many considerations should be taken into account. For example, they must prepare a switchable topic for all the students.

Moreover, they must find a better method to deliver or communicate the lesson to the students. Sometimes, appropriate games should encourage the students to keep practicing their English. A better treatment will make a success of the teaching process.

3.1.3. Mother Tongue Problems

The data mentioned above indicates that the students are primarily from Indonesia, although occasionally, they are also from Malaysia, Thailand, the Philippines, or other nearby countries. Usually, they come to Pare with their groups. They tend to socialize only with their groups. It also happens in the classroom. They only share ideas with the people they only know. For example, the number of students for each class is not more than 15. In this case, the students from the same region could be five or more. Byram and Grundy's [26] analysis shows how metaphors native language speakers take for granted are representations of culture. In other words, since these encodings differ depending on the tongue, language instructors must know this fact to understand how kids learn. This understanding depends on the students' backgrounds and the language they speak as their first language.

In the beginning, it is difficult for students with only more than 25% English-speaking ability to share ideas. There is no way out. They speak in Bahasa Indonesia or sometimes in their local language. It is a big problem for the teacher to solve. The communicative teaching and learning process does not work well. The teachers must go back down to give some vocabulary to help the students practice their speaking or reading aloud method. Even if this is not the end of the teaching goals, it will help the students build their pronunciation like native speakers. Based on the observation, some local languages affect their intonation and pronunciation of certain words, such as the "/T/" and "/D/" sounds, which are difficult for Sudanese People.

3.1.4. Indiscipline Students

There are two kinds of classes at Pare. The first one is a class that combines with camp. The programs in this class are for people who stay at a camp. Every camp has its characteristics to offer the teaching and learning style. For example, they have a public speaking class, TOEFL camp, or IELTS camp. It depends on the needs of the students. Classes usually begin around five in the morning and last until ten at night. Second, the class is separated from the camp. This class only promotes a

specific English program for writing, listening, speaking, grammar, or reading. They are from 7 o'clock to 9 PM.

Based on the investigation, most students are able enough to take three classes every day. It requires a lot of practice and tasks to be submitted tomorrow morning. It means that they do not have free time from Monday to Saturday. Not all students can follow the rules. The impact of this condition is late coming to class or do not submit their tasks. The model of the course is short-term learning in a period. Thus, if the students are not ready for the next chapter, it would be hard for teachers to teach the class, affecting the other students. Copland, Garton, and Burns [27] expressed that parental attitudes, lack of expertise, not speaking the students' first language, differentiation, age and sex of the pupils, and motivation of the students were all factors in discipline issues.

3.1.5. The Comparison of Gender

Every class has a standard level based on the description of the class. It accepts the students who complete the standards. In the beginning, some classes with placement tests could detect the comparison of gender in the classroom. Not all classes have an ideal comparison, for example (based on observation on 25 August 2018):

Table 2. The comparison of gender

Class	Female	Male	Total
Pronunciation	10	5	15
Grammar for Speaking	0	15	15
Speaking for IELTS	2	13	15
Public Speaking	15	0	15

The number of students in the class will be a consideration for teachers to consider what kind of teaching strategy they will implement. It could not be denied that when the class is men, they tend to be late and do not obey all the regulations set by the courses. On the other hand, when the woman's composition is dominant, the class tends to be serious. As a result, a comparison of gender influences the success of the class and how the teaching and learning process is conducted. In terms of utterance, Baker & Hengeveld [28] mentioned that women frequently pronounce words a little more "properly" than men; Men use particular terms more frequently than women do, while women tend to be more cooperative in conversation than interrupters.

3.1.6. Students' Motivation

Based on depth interviews with teachers. There are three major reasons why students come to Pare. They are: Firstly, the students who focus on continuing their studies to a higher level. Mostly, it needs a TOEFL or IELTS certificate. They will follow all the English courses' regulations to reach their dreams. Second, the students who want to travel to some tourist places in East Java.

Moreover, the region of Pare is close to Bali. It is reasonable for some students to have some travel. Thirdly, the students who want to hide from their real-life situations. For example, they do not know what to do when they stay at home. It is an option for them to go to Pare to study English.

Many motives bring students to study here. It is strongly argued that some students do not have a pure or mature reason to gain knowledge. It could be seen from their learning style, which cannot follow the classes well.

3.1.7. Dominant Students

The ability of every student is not the same. There is always a dominant student in a class. Their background knowledge also makes a big contribution to joining the class. Many of them graduated from different universities. Possibly some already have good English skills.

In some cases, Students who graduated from English Department also join the course. This kind of student sometimes takes a big part in the classroom. They do not give others a chance or support others to practice speaking. Thus, teachers should find appropriate ways to make all students take turns.

3.2. Teachers' Challenges

Furthermore, some challenges also come from the teacher. They are:

3.2.1. The Choice of Appropriate Teaching Speaking Strategy

One of the most crucial elements of a good teaching approach is the teaching strategy. Students should be able to use the language being taught to them. Not all students can find it easier to adapt to a certain teaching strategy. If there were shy people, they do not want to sing in front of many people as a teaching strategy. The teaching style in English courses requires teachers to be more interactive and creative. Students are quite bored with studying with conventional style. They need something different from their old school, such as their interest in following the class which many games. It is supposed that they learn with full of joy and laughter. Moreover, the class is short-term learning. The teachers should be able to reach the goals of the program.

3.2.2. Classroom Language

Consideration, the students come from a different regions. The instructional language should be in Bahasa Indonesia to confirm the student's understanding. Unfortunately, the appropriate collocation of words is difficult to find. Thus, teachers or other students should find another way to understand each other. For example, when the class is Thai or Malay, it is fine for them to use body language to confirm a certain term, or they may draw a picture to help them to get the point. Of course, this needs extra time to do. On the other hand, the teacher is mostly from Java. Their mother tongue affects their pronunciation and choice of words.

3.2.3. *The Demand of Being a Teacher in a Course (favorite teacher)*

Usually, students tend to study with their favorite teacher. Based on the observation, the favorite classification is: (a) good looking. The students enjoy the class when the teachers are beautiful or handsome; (b) Smart, the students will study an English course with a native speaker or a teacher who graduate from abroad or has a master's degree. They trust the teacher all out; (c) Funny, the students do not want to force themselves too much with the high pressure of the teacher. They claim that they only want to study slowly but surely; or (d) Senior, the journey of being a teacher in this course makes the students want to study with the teacher due to their experiences. Many students who have already finished their studies will recommend the previous teacher to their friends. Thus, the trust of students gives a big chance for them to have a mutual understanding between teachers and students.

3.2.4. *Classroom arrangement*

The classroom arrangement must be considered to activate the students to be active in class. Usually, Teachers place the seat of the students in line. In fact, in learning a language with only 15 students in the classroom, making a circle is more advantageous for students. They can easily share. In this class, the course serves as a carpet. Students can lie down. On the other hand, it distracts the teaching and learning process. Even though the teacher's desk is positioned at the rear, less motivated pupils will still opt to sit there. Finally, students may feel less intimidated if they require the teacher's assistance by not being "on the show" in front of the class.

Today, having desks arranged in rows inside the classroom is the norm for many schools. This setup appears to cause pupils to become distracted and causes more disturbances in the classroom. This arrangement discourages student interaction and emphasizes each student independently doing their task. Humans want engagement and attention, and if they don't get it from their peers or professors, they frequently act out to gain concentration for their studies.

4. CONCLUSION

Instructional speaking in English presents more complicated and particular teaching obstacles, particularly for courses in *Kampung Inggris* Pare. The challenges were external and internal. External challenges commonly appeared from students, such as background variety, age diversity, mother tongue problems, undisciplined students, gender comparison, dominant students, and students' motivation. On the other hand, internal challenges came from teachers, such as appropriate teaching speaking strategies, classroom language, demand for becoming a favorite teacher, and classroom arrangement. Based on the findings above, the teachers can choose suitable teaching strategies related to the challenges faced in the classroom to achieve successful teaching speaking in the classroom.

REFERENCES

- [1] H. Jeremy. *How to Teach English*. Harlow: Pearson Education Limited. 2007
- [2] D. Nunan. *Second Language Teaching and Learning*. Boston, Massachusetts. Heinle & Heinle Publishers. 1999
- [3] D. Biswas. *Impact of classroom interaction on English language learning and teaching in secondary level of Bangladesh*. Dhaka: Brac University. 2015
- [4] Ulfa and N. Hidayah. *Language Learning Styles Used by Students of Basic English Course (BEC) Pare*. Universitas Brawijaya. Thesis. 2013
- [5] Syafira and N. A. Nanda. *Teaching Speaking in Kampung Inggris: Highlighting the Tutors' Challenges and Solutions*. Thesis, Universitas Siliwangi. 2020
- [6] I. Dina. *The Problems Faced By The Teacher In Teaching English Speaking At Mahesa Course Pare Kediri*. University of Muhammadiyah Malang. Thesis. 2009
- [7] V. Dhevi. *The problems faced by English teachers in teaching English Speaking at Elfast course, Pare Kediri*. Malang. University of Muhammadiyah Malang. Thesis. 2012
- [8] A. N. Kania and H. Ardi. *Phonological Error of English Vowel by Korean Speaker in Korean Drama*. *English Language and Literature*, 11(3). 2022
- [9] L. L. D. Mallillin. *Teaching and learning intervention in the educational setting: adapting the teacher theory model*. *International Journal of Educational Innovation and Research*, 1(2), pp. 99–121. 2022. <https://doi.org/10.31949/ijer.v1i2.2493>
- [10] J. Vanbaren. *Roles of Teachers in a Classroom (Online)*. Available: <https://classroom.synonym.com/roles-teacher-classroom-7833444.html>. Accessed on 28 September 2022
- [11] S. Archana, and K. Usha. *Role of a Teacher in English Language Teaching (ELT)*. *International Journal of Educational Science and Research (IJESR)*, 7(1), pp 1-4. 2017
- [12] D. Kesuma, and A. Latif. *Teachers' Strategies in Teaching Speaking at English Courses as a Foreign Language in Kampung Inggris*. (Paper presented at an international conference on languages and arts, 2018). Padang: English Department of Faculty of Languages and Arts, the State University of Padang. 2018
- [13] R. Hannah. *The Effect of Classroom Environment on Student Learning*. Western Michigan University. 2013
- [14] Chaney. *Teaching Speaking Activities to Promote Speaking in Second Language (Online)*. Available: <http://itesij.org/technique/article/teachingspeaking>. Accessed on 27 September 2022
- [15] G. Fulcher. *Testing Second Language Speaking*. Britain: Pearson Education Limited. 2003

- [16] D. Nunan, David. *Practical English Language Teaching*. NY: McGraw-Hill. 2003
- [17] D. Nunan. *Designing Tasks for the Communicative Classroom*. Cambridge: Cambridge University Press. 1992
- [18] G. Fulcher, *Testing Second Language Speaking*. Britain: Person Education Limited. 2003
- [19] S. Brookfield. *Becoming a Critically Reflective Teacher*. San Francisco: Jossey Bass. 1995
- [20] L. Sriwulandari, L. The Challenges of Teaching and Learning Speaking Skill in English at Foreign Language Center (FLC) Kampung Inggris Pare Kediri. Doctoral Dissertation, Universitas Brawijaya. 2022
- [21] Syafira, and N. A. Nanda. Teaching Speaking in Kampung Inggris: Highlighting the Tutors' Challenges and Solutions. Thesis, Universitas Siliwangi. 2020
- [22] R. Ndriani, R, and A. D. Vivi The Teachers' Strategies In Teaching Speaking At CTC Program Of Basic English Course (BEC), Pare, Kediri. Thesis, Universitas Brawijaya. 2017
- [23] J. Heigham. *Qualitative Research in Applied Linguistics*. U.K.: McMillan Publishers. 2009
- [24] Ulfa, and N. Hidayah. (2013). Language Learning Styles Used By Students Of Basic English Course (BEC) Pare. Thesis, Universitas Brawijaya. 2013
- [25] B. N. Romero. Improving Speaking Skills. *Encuentro*. 18, pp. 86-90
- [26] M. Byram, and P. Grundy. *Context and Culture in Language Learning and Teaching*. U.K. Multilingual Matters. 2003
- [27] F. Copland, S. Garton, and A. Burns. Challenges in Teaching English to Young Learners: Global Perspectives and Local Realities. *TESOL Quarterly* Vol. 48(4), 758-762. 2014
- [28] A. E. Baker, and K. Hengeveld, K. *Linguistics*. Wiley. 2012

Open Access This chapter is licensed under the terms of the Creative Commons Attribution-NonCommercial 4.0 International License (<http://creativecommons.org/licenses/by-nc/4.0/>), which permits any noncommercial use, sharing, adaptation, distribution and reproduction in any medium or format, as long as you give appropriate credit to the original author(s) and the source, provide a link to the Creative Commons license and indicate if changes were made.

The images or other third party material in this chapter are included in the chapter's Creative Commons license, unless indicated otherwise in a credit line to the material. If material is not included in the chapter's Creative Commons license and your intended use is not permitted by statutory regulation or exceeds the permitted use, you will need to obtain permission directly from the copyright holder.

