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CHAPTER I INTRODUCTION Background of Research In the era of globalization, proficiency in using foreign languages are needed. Learning a foreign language increases one's ability to engage with people from all over the world and obtain knowledge from them. People who comprehend and speak foreign languages have a greater possibility to expand their knowledge.

With a foreign language as one of the qualifications, people can study and obtain a variety of references, technologies, and scholarships. One of them is English. Almost all activities necessitate the usage of English. For example, English subjects are used to study at school, because many job positions require English language abilities, such as programmers, translators, tour guides, English teachers, and others. Furthermore, English can be utilized to introduce domestic culture to people in other nations.

This can be accomplished through the use of social media and the development of positive relationships in international world. For this reason, the ability to speak English is needed to support current activities. Effective communication may be used to obtain or transmit information in such a manner that the speaker must know how to talk rationally and effectively so that the info provided by the speaker is successfully received by the listeners.

According to Bailey (2005), speaking is an interactive activity in which speakers produce, receive, and analyze information in order to generate meaning. Because it is tied to daily communication, speaking is a very important part of language. The ability to talk has a significant impact on the quality of a person's ability to transmit information verbally.

As a result, speaking skill is a significant determinant of a person's capacity to transmit

information verbally. Teaching English is not limited to formal education, such as schools, because teaching English in schools has several constraints. These limitations are due to a lack of time, teachers, and educational curriculum that cover courses other than English.

There are various ways to teach English, notably through informal education, such as English classes that require a significant amount of time outside of school hours. In teaching English, the teacher has a very important role. A teacher must have a way so that the material presented can be well received by students. For this reason, teachers need strategies that can be used to make it easier for teachers to deliver learning materials to students.

Teaching as showing or helping someone to learn is guiding and facilitating learning enables the learner to learn how to do something, giving instruction, guiding of the study of something, providing with knowledge causing to know or understand (Brown, 2000). Teaching strategies can be interpreted as a plan that contains a series of activities designed to achieve certain educational goals.

According to Brown (2000), teaching strategy is the way used to achieve a purpose of something whether it is to solve the problems, task or control something. It means that teaching strategy is the way teacher to achieve a goal teaching and learning process in the class. Teaching strategies are approaches for assisting students in learning required course information and developing future goals that are attainable.

Teaching strategies identify the various possible learning methods in order to build the best plan for dealing with the chosen target group. The teaching strategies can be used to improve speaking, listening, writing, and reading skills in English. Teaching speaking is one of the most vital. When it comes to communicating with others, speaking is crucial. Here, the teacher plays a vital role in teaching students how to communicate effectively in English.

Teaching speaking is a process in which a teacher assists and facilitates students in achieving a learning goal, which is to improve their performance in speaking abilities. During the teaching and learning process, the teacher may support the students' desire to learn speaking skills in order to assist them in achieving their objectives.

Speaking classes are not only taught in formal education, but they are also offered in many informal English language education programs. Kampung Inggris, Pare, Kediri is one of the areas with a lot of informal educational establishments. Kampung Inggris is well-known because local inhabitants utilize English in their everyday lives.

Many educational institutions compete for students from diverse regions. One of the informal educational institutions in Kampung Inggris that has attracted the attention of researcher is an institution called the Language Center. It attempts to improve the speaking ability of the students.

To provide the best learning system, LC focuses on three important things, there are the learning systems with the qualified teacher and luxury infrastructure. The learners get some more facilities such as English camp, food, traveling and soon. The learners can focus in their learning by full day class. The program of LC are Intensive Program Package, Traveling Package, Full service Package, Holiday Package, TOEFL and IELTS, English Master, ILC (International Language Class). In the Language Center there are several programs, one of which is the Intensive English Program.

In this program, there are two-week, one-month, two-month, and three-month classes, each of which includes speaking, pronunciation, and grammar classes. In this study, researcher is interested in researching the Intensive English Program with a choice of two-week classes in speaking class, because within two-week, in the program can improve students' speaking ability in using English.

The researcher wants to investigate further about how the teaching strategies used by teachers in teaching speaking classes in a two-week intensive program in order to improve students' speaking skills. In addition, the subject chosen by the researcher is a teacher who has more experience in teaching speaking. This was also supported by suggestions from research mentors who were staff from the Language Center who recommended researchers to conduct research in the teacher's class, because the teacher had more experience teaching speaking.

Some previous researchers believed that some of teaching strategies that applied by English teacher in teaching speaking at Senior High School. Those were discussion, simulation, and communication games (Ganna, 2018). Meanwhile, Razi, Muslim, and Fitrisia (2021) found that English teacher at Junior High School used role play, drilling, games, picture describing, and storytelling in teaching speaking.

Mulyanti & Nadrun (2021) also found that English teacher used role play, interview, describing pictures, and storytelling strategies in teaching speaking. In this study, the researcher want to describe about teaching strategies are used by the teacher in teaching speaking of Intensive Two-week Program at Language Center, Kampung Inggris, Pare.

Scope of the Research In this study, the researcher focused on the teaching strategies used by teacher with teaching preparation and assessment in teaching English speaking in intensive two-week program at the Language Center, Kampung Inggris, Pare. Research Question What teaching strategies are used by teacher in speaking class at Language Center, Kampung Inggris, Pare? Objective of the Research Based on the research problems, the objectives of this research is to describe the teacher's strategies in speaking class of intensive two-week program at Language Center (LC), Kampung Inggris, Pare, Kediri.

Significance of the Research The researcher hopes that this research can be useful for others, such as: For Readers To provide an understanding of how the strategies used by teachers in teaching speaking classes in the two-week intensive program at the Language Center, Kampung Inggris, Pare. For English Teachers To provide a reference for English teachers about good English teaching strategies, especially in the field of speaking.

In addition, teachers can also implement English teaching strategies according to the abilities of their students. For Researcher Other researcher will get information about the implementation of teacher strategies in teaching speaking classes with the aim of conducting further investigations in the future.

Definition of Key Terms There are several keywords that help researcher in conducting this research, these keywords include speaking skills. The second is teaching strategies. The third is teaching speaking. An explanation of the meaning of these keywords is presented below. Speaking Skills Speaking is an interactive activity in which speakers produce, receive, and analyze information in order to generate meaning.

Teaching Strategies Teaching strategy is the way used to achieve a purpose of something whether it is to solve the problems, task or control something. It means that teaching strategy is the way teacher to achieve a goal teaching and learning process in the class. Teaching Speaking Teaching speaking is teaching about speaking learning which a process to help students getting knowledge from environment system and useful to inform, persuade the aim, express the idea, communicate and as interaction with a human being in daily activities.

CHAPTER II REVIEW OF RELATED LITERATURE In this chapter the researcher describes some theories that are relevant to the thesis. It covers about the nature of speaking which contains definitions of speaking, the importance of speaking, the basic types of speaking, the components of speaking, and micro and macro-skills of speaking.

Teaching strategies contain definitions of teaching, the definition of strategy, definition of teaching strategy, the type of teaching strategies, strategies in teaching speaking. Then, the principle of teaching speaking, and the last is stages in teaching speaking. It also contains about types of assessments and principle of language assessment.

Some Pertinent Ideas The Nature of Speaking Definitions of Speaking Speaking is an interactive activity in which speakers produce, receive, and analyze information in order to generate meaning. Because it is tied to daily communication, speaking is a very important part of language. The ability to talk has a significant impact on the quality of a person's ability to transmit information verbally.

As a result, speaking skill is a significant determinant of a person's capacity to transmit information verbally (Bailey, 2005). Speaking is an activity involving or more people in which the participants are both the listeners and the speakers having to act what they listen and make their contribution at high speed, Brown (2004: 140). Kayi (2006) added that speaking is the productive skill in the oral mode.

It likes the other skills, is more complicated than it seems at first and involves more than just pronouncing words. Speaking is a useful ability that can be examined immediately and experimentally. It is a kind of verbal communication that is utilized by individuals and can be immediately observed when they talk (Brown, 2003).

Speaking refers to the ability to communicate effectively in a foreign language, and it necessitates not only linguistic understanding but also the ability to comprehend information and language on the spot (Harmer, 2007:284). Speaking is a productive skill, which means that students must construct their own language rather than simply process that of others.

Because spoken language must be created in real time, there is almost no time to consider what we want to say or how we want to say it, to mentally rehearse the speech, or to modify it in most conversational engagements. There is social pressure to create and the fear of making a mistake in real-life interpersonal communicative situations (Nunan, 2018).

Successful speaking, on the other hand, involves more than the ability to make a

comprehensible utterance. In terms of formality, politeness, the status of the person being addressed, and so on, the utterance must also be appropriate to the social context. Based on the explanations above it can be concluded that speaking is an interactive process between teacher and students where the teacher gives the knowledge to the students in order to produce language as a skill.

The Importance of Speaking In today's global environment, communication is critical to achieving success in any sector. Language is utilized as a communication tool. Without the use of a language, perfect communication is impossible. Furthermore, people cannot achieve their ambitions, objectives, or goals if they do not communicate effectively.

As a result, there is a need for a language that can be used to communicate with people all over the world. Because English is considered an international language and is spoken all over the world, it is used to communicate with individuals from all over the world in different states, countries, regions, states, and continents. Speaking is the verbal use of language to communicate with others.

Communication is important in establishing relations with the international community, especially in the era of globalization where communication can be done using good English which has an important role in various aspects. Almost all activities require the use of English. Language domination and economic, technological, and cultural power are intimately connected.

No language can progress as an international medium of communication without a strong power basis of some type (Crystal, 2003). Speaking English is a necessary ability for success in any element of globalization. It can be found in almost every aspect of modern life. As a result, communicative activities can encourage them to talk and communicate with one another.

For instance, English subjects are used to study at school, because many job positions require English language abilities, such as programmers, translators, tour guides, English teachers, and others. Furthermore, English can be utilized to introduce domestic culture to people in other nations. This can be accomplished through the use of social media and the development of positive relationships in international world.

For this reason, the ability to speak English is needed to support current activities. Communicating is closely related to the ability to speak, if the ability to speak in a language can be done well, then the communication run well. Similarly, English as an international language is often used to communicate internationally.

If the ability to speak English can be mastered well, then communication also run well. The Basic Types of Speaking Brown (2004) states that there are some basic types of speaking as in the following taxonomy: Imitative. At one end of a continuum of types of speaking performance is the ability to imitate a word or phrase or possibly a sentence.

While this is a purely phonetic level of oral production, a number of prosodic, lexical, and grammatical properties of language may be included in the criterion performance. We are interested only in what is traditionally labeled "pronunciation"; no inferences are made about the test-taker's ability to understand or convey meaning or to participate in an interactive conversation.

The only role of listening here is in the short-term storage of a prompt, just long enough to, allow the speaker to retain the short stretch of language that must be imitated. Intensive. A second type of speaking frequently employed in assessment contexts is the production of short stretches of oral language designed to demonstrate competence in a narrow band of grammatical, phrasal, lexical, or phonological relationships (such as prosodic elements-intonation, stress, rhythm, juncture).

The speaker must be aware of semantic properties in order to be able to respond, but interaction with an interlocutor or test administrator is minimal at best. Examples of intensive assessment tasks include directed response tasks, reading aloud, sentence and dialogue completion; limited picture-cued tasks including simple sequences; and translation up to the simple sentence level. Responsive.

Responsive assessment tasks include interaction and test comprehension but at the somewhat limited level of very short conversations, standard greetings and small talk, simple requests and comments, and the like. The stimulus is almost always a spoken prompt. Interactive. The difference between responsive and interactive speaking is in the length and complexity of the interaction, which sometimes includes multiple exchanges and/or multiple participants.

Interaction can take the two forms of transactional language, which has the purpose of exchanging specific information, or interpersonal exchanges, which have the purpose of maintaining social relationships. In interpersonal exchanges, oral production can become pragmatically complex with the need to speak in a casual register and use colloquial language, ellipsis, slang, humor, and other sociolinguistic conventions. Extensive (monologue).

Extensive oral production tasks include speeches, oral presentations, and story-telling,

during which the opportunity for oral interaction from listeners is either highly limited (perhaps to nonverbal responses) or ruled out altogether. Language style is frequently more deliberative (planning is involved) and formal for extensive tasks, but we cannot rule out certain informal monologues such as casually delivered speech. The Components of Speaking In teaching speaking, there are some aspects which need to be considered by the teacher.

Brown (2001: 268-269) proposes four aspects of speaking skills, namely fluency, accuracy, pronunciation, and vocabulary. They become the main requirements that must exist for the teacher to design the speaking activities for his/her students. Therefore, a good speaking activity has to cover all these four following aspects.

Fluency A speaker is considered as a fluent speaker if he/she can use the language quickly and confidently, with few hesitation or unnatural pauses, false start, word searches, etc. (Nunan, 2003: 55). Speakers need to know where he/she has to pause 14 and stop his/her speaking in appropriate place. Furthermore, it can be said to speak fluently if a speaker does not produce word per word at a time in his/her speaking.

Therefore a good speaker is demanded to be able to produce words in his/her speech into groups of words that form a meaningful unit (phrases or clauses). Accuracy Nunan (2003: 55) states that accuracy happens when students' speech matches what people actually say when they use the target language. Specifically, accuracy deals with the grammatical structures which cover some aspects like part of speech, tense, phrase, sentence, etc.

Thus in order to achieve the level of accuracy the students are demanded to use the correct grammatical structures in their speech. Pronunciation At the beginning level, the goal of teaching pronunciation is focused on clear and comprehensible pronunciation. Furthermore at the advance level the pronunciation goals can focus on elements that enhance communication which covered stress pattern, intonation, voice quality, etc. Vocabulary Vocabulary becomes a very important part of language learning which can be used to determine students' English speaking fluency.

They can generate sentences only by using words so it is impossible to speak fluently without having an ample site of vocabulary. In fact, some students have only limited vocabulary so they meet some difficulties in speaking. Therefore, it is necessary for the English teacher to put some effort in order to enrich the students' vocabulary Micro and Macro-skills of Speaking Brown (2004:142) distinguishes between micro-skills and macro-skills of speaking.

The micro-skills refer to producing the smaller chunks of language such as phonemes, morphemes, words, collocations, and phrasal words. The macro skills imply the speakers focus on the larger elements: fluency, discourse, function, style, cohesion, nonverbal communication, and strategic options. The micro-skills and macro-skills of speaking, according to Brown (2004: 142-143) Micro-skills Produce difference among English phonemes and allophonic variants.

Produce chunks of language of different lengths. Produce English stress patterns, words in stressed and unstressed positions, rhythmic structure, and intonation contours. Produce reduced forms of words and phrases. Use an adequate number of lexical units (words) to accomplish pragmatic purposes. Produce fluent speech at different rates of delivery.

Monitor one's own oral production and use various strategic devices pauses, fillers, self-corrections, backtracking- to enhance the clarity of the message. Use grammatical word classes (nouns, verbs, etc.), systems (e.g. tense, agreement, pluralization), word order, patterns, rules, and elliptical forms. Produce speech in natural constituents: in appropriate phrases, pause groups, breathe groups, and sentence constituents.

Express a particular meaning in different grammatical forms. Use cohesive devices in spoken discourse. Macro-skills Appropriately accomplish communicative functions according to situations, participants, and goals. Use appropriate styles, registers, implicature, redundancies, pragmatic conventions, conversation rules, floor-keeping and yielding, interrupting, and other sociolinguistic features in face-to-face conversations.

Convey links and connections between events and communicative such as relations as focal and peripheral ideas, events and feelings, new information and given information, generalization, and exemplification. Convey facial features, kinesics, body language, and other nonverbal cues along with verbal language. Develop and use a battery of speaking strategies, such as emphasizing key words, rephrasing, providing a context for interpreting the meaning of words, appealing for help, and accurately assessing how well your interlocutor is understanding you.

Teaching Strategies Definition of Teaching Teaching is guiding, facilitating learning, enabling the learner to learn, setting the condition for learning. It means the condition of teaching is an activity or a process to help students getting knowledge from the environment system. The environment system consists of instructional purpose, the material delivered, policies, facilities, teacher and students.

Teaching as showing or helping someone to learn is guiding and facilitating learning

enables the learner to learn how to do something, giving instruction, guiding of the study of something, providing with knowledge causing to know or understand (Brown, 2000). Based on the definitions above, it can be concluded that teaching means an interactive process of helping the students to learn particular things.

When this process is in progress there is an interactive process between teacher and students, where this process is intended to give the students information, knowledge or skill. Definition of Strategy According to Brown (2010:113) strategies are specific methods of approaching a problem or task, modes of operation for achieving a particular end, planned designs for controlling and manipulating certain information.

It is possible to view learning strategies as a preparation that involves a set of activities designed to achieve such educational objectives. According to Bryson (2004) a strategy is defined as a pattern, of purposes, policies, programmes, actions, decisions, or resource allocations that define what an organization is, what it does, and why it does it. These explanations give the meaning of strategy as the step to decide what has done in an activity.

Furthermore strategy that used in teaching that is mentioned by Smith in Aggarwal (2014) refers to a pattern of teaching acts that serves to attain certain outcomes. According to David in Gulo (2002) teaching strategy is a plan, method, or series of activities designed to achieves a particular educational goal. So, the strategy is when a person doing activities to achieve specific purpose, have a plan and formulation to get the goal it.

Based on those definitions above, strategies are any tools or tactics that learners employ to learn more effectively and more autonomously. Definition of Teaching Strategy According to Brown (2000) teaching strategy is the way used to achieve a purpose of something whether it is to solve the problems, task or control something. It means that teaching strategy is the way teacher to achieve a goal teaching and learning process in the class.

Teaching strategies refer to methods used to help students learn the desired course contents and be able to develop achievable goals in the future. Teaching strategies identify the different available learning methods to enable them to develop the right strategy to deal with the target group identified. Teaching strategy is a general plan in a lesson that includes structure, instructional goals and an outline of planned tactics, which are needed to implement the strategy (Stone and Morris, in Issac, 2010).

Furthermore, Issac (2010) explains that teaching tactics are teacher behavior that he

embodies in class, namely, the development of teaching strategies, providing the right stimulus for timely responses, drilling the learned responses, increasing responses with extra activities and so on. Teachers' strategy is a series that planned and organized by the teachers and apply in the activities that includes the use of methods and utilization of various resources or strength in a study. The strategy is designed to achieve a certain learning goal.

In order to learn the skill in English, the strategies are useful in the class activity and also in out-of class situations. Teaching strategies are very essential since they determine the success of teaching process. A teachers' strategy should be interesting and can take students' attention. The students can benefit from how to use contextual clues and guessing the meaning from the content to deal with unfamiliar items (Linse & Nunan, 2005).

Teachers' strategies in speaking skill are very important to overcome students' difficulties in speaking. The aim of teaching speaking is to provide students with the ability in expressing the target language to cope with basic interactive skill (Brown & Yule, 2000). In order to be effective in teaching speaking skill, the teachers may use the numerous strategies to choose from.

Teaching strategy defines as the various methods or ways that are implemented by teachers in the teaching-learning process. The strategies used in teaching speaking that propose by several experts are the activities such role play, drilling, games, picture describing, and storytelling. Based on the description above, it can be concluded that teaching strategy is a detailed plan of teaching and learning used by teacher to improve the students understanding of the materials in order to reach successful teaching and learning.

The teacher that has a role as the facilitator and also the motivator in the class absolutely needs to make the climate of class become more successful by engaging all students can participate in subject to show their abilities on it easily. One of the greatest challenges of the teacher is to provide a positive learning environment for the students in the classroom, because each student has his or her own unique set of physical and intellectual abilities, perceptions, and needs, in the other hand the learning styles of them is also may vary widely Types of Teaching Strategy There are many kinds of teaching strategies that can be applied in the language teaching process.

Burden and Byrd in Hamruni (2009: 8-9) classify teaching strategies into five parts as follow: Direct Instruction teaching strategy Direct instruction teaching strategy is teaching that is carried out with direct direction from the teacher. The advantages of this

strategy are, it makes it easier for both parties between teachers and students to establish relationships, makes it easier for students to guide and control.

While the drawback of this strategy is that the teacher must be more active in preparing all the needs that are used in learning later, as well as classroom conditioning to remain conditional. Indirect Instruction teaching strategy Indirect instructional teaching strategies are often called inquiry, problem solving, and discovery. Teaching and learning strategies do not directly place students in the middle, although they can complement each other.

In this strategy, the teacher's role shifts from being a speaker to being a facilitator. Teachers manage the learning environment and provide opportunities for students to be involved in that environment. Interactive teaching strategies Interactive teaching strategies emphasize discussion and sharing among learners.

This encouraged learners to create new ideas or concepts, react to experiences, approaches and developments alternative mindset. The advantage of interactive teaching strategies is that students can improve their social skills and abilities, develop rational arguments. The weakness of this strategy lies in the creativity of the teacher in arranging and developing group dynamics.

Experiential or empirical teaching strategies Empirical learning strategies are oriented towards inductive activities. In this case, students act as centers. Self-reflection on their experiences is a formulation of planning to achieve context appropriate implementation. The advantages of this strategy is that it can increase students participation an improve student analytical aspects.

Meanwhile, the disadvantages of this strategy are that is expensive and takes a long time. Independent teaching strategy Independent teaching strategy is a strategy used to support other instructional activities. This activity is generally carried out entirely by students, either individually or in groups by using sources both books and through the website.

The objective of the independent teaching strategy is to develop individual initiative, be able to develop themselves and students must be active in learning. Alberta (2002:73) added that independent teaching strategy as an individual learning experience that allows students to choose a focus topic, define a problem or question, collect and analyze information, apply skills, and create products to show what has been learned.

The advantage of this strategy is that it creates student respect, while the disadvantage

is that its implementation is difficult for young students. Strategies in Teaching Speaking Killian (2015) in Widyaningsih and Robiasih explain the students' speaking skills improvement which requires most of the teaching strategies in the classroom. The teaching strategy is structured to meet the needs of language learners while learning English, especially in speaking.

They are: Setting lesson goals clearly It is very important for the teacher to clearly understand what they want in the teaching and learning process. If a teacher cannot be quickly and easily express what she wants students to know at the end of the lesson, the lesson objectives are not clear. Clear learning goals help teachers (and students) to focus on every aspect of other subjects on the most important thing.

Showing and telling The teacher usually has to begin the lesson by showing and telling. Make simple storytelling and giving the information or knowledge to the students while demonstrating involves modeling how to do something. When the teacher has explained what the student wants to know at the end of the lesson, a teacher should tell them what she or he needs to know and explained to them how to finish the assignment. Questioning To check for understanding Research shows that teachers usually spend a lot of teacher time asking questions.

Even though, some teachers use questions to check the student's understanding. However, the teachers need to check the students' understanding before move into the next meeting. Summarizing new learning in a graphical way Outline graphs include things like mind maps, flow charts, and Venn diagrams.

Teachers can use it to help students summarize what they have learned and to understand the relationships between aspects that the teacher has taught them. Discussing graphic summaries is a fantastic way to wrap up teacher performances and stories. Teachers can then refer to it again at the end of the lesson. Plenty of practice According to Killian, practice makes perfect.

Practice allows students to retain the knowledge and skills they have learned while also allowing other opportunities to check to understand. If the teacher is to take advantage of the strong power practice, he must make sure that the teacher is practicing the right thing. Then, research shows that students perform better when their teachers tell them to practice the same things over a set period of time.

Providing students with feedback Feedback is the breakfast of champions, and it was the breakfast that was served by outstanding teachers throughout the world. Put simply, providing feedback involves telling students how they have done a specific task

together in a way that they could improve. Unlike praise, which focuses on students rather than on assignments, feedback gives students a real understanding of what they are doing well, where they can be improved. Getting students working together Group work does not exist and the teacher can see it in every class. However, the productive work of the group is rare.

When working in groups, students tend to rely on people who seem most willing and able to tasks they provide to students, and individuals role-played every member of the group. Teach strategies not just content Teachers can improve how well students do in any subject by explicitly teaching them how to use strategies that are relevant.

When teaching children to read, teachers need to teach them how to strike the words that are not known, as well as strategies to teach them problem-solving strategies. And, show them how to use them and give them a guided exercise before asking them to use it independently. The goal of teaching speaking skills is communicative efficiency.

To help the students develop communicative efficiency in speaking the teacher must gives an interesting way or strategy to the students. In applying some strategies it expected the students can communication with them, the native speaker can grow the students' confidence especially for speaking English. Kayi (2006: 52) suggest some strategies that can be used to promote and practice the students' speaking: Discussions After a content-based lesson, a discussion can be held for various reasons. The students may aim to arrive at a conclusion, share ideas about an event, or find solutions in their discussion groups.

Before the discussion, it is essential that the purpose of the discussion activity is set by the teacher. In this way, the discussion points are relevant to this purpose, so that students do not spend their time chatting with each other about irrelevant things. For example, students can become involved in agree/disagree discussions.

In this type of discussions, the teacher can form groups of students, preferably 4 or 5 in each group, and provide controversial sentences like "people learn best when they read vs. people learn best when they travel". Then each group works on their topic for a given time period, and presents their opinions to the class. It is essential that the speaking should be equally divided among group members.

At the end, the class decides on the winning group who defended the idea in the best way. This activity fosters critical thinking and quick decision making, and students learn how to express and justify themselves in polite ways while disagreeing with the others. For efficient group discussions, it is always better not to form large groups, because

quiet students may avoid contributing in large groups.

The group members can be either assigned by the teacher or the students may determine it by themselves, but groups should be rearranged in every discussion activity so that students can work with various people and learn to be open to different ideas. Lastly, in class or group discussions, whatever the aim is, the students should always be encouraged to ask questions, paraphrase ideas, express support, check for clarification, and so on. Role Play One other way of getting students to speak is role-playing.

Students pretend they are in various social contexts and have a variety of social roles. In role-play activities, the teacher gives information to the learners such as who they are and what they think or feel. Simulations Simulations are very similar to role-plays but what makes simulations different than role plays is that they are more elaborate.

In simulations, students can bring items to the class to create a realistic environment. For instance, if a student is acting as a singer, she brings a microphone to sing and so on. Role plays and simulations have many advantages. First, since they are entertaining, they motivate the students.

Second, they increase the self-confidence of hesitant students, because in role play and simulation activities, they had a different role and do not have to speak for themselves, which means they do not have to take the same responsibility. Information Gap In this activity, students are supposed to be working in pairs. One student had the information that other partner does not have and the partners shared their information.

Information gap activities served many purposes such as solving a problem or collecting information. Also, each partner plays an important role because the task cannot be completed if the partners do not provide the information the others need. These activities are effective because everybody has the opportunity to talk extensively in the target language.

Brainstorming On a given topic, students can produce ideas in a limited time. Depending on the context, either individual or group brainstorming is effective and learners generate ideas quickly and freely. The good characteristics of brainstorming is that the students are not criticized for their ideas so students will be open to sharing new ideas.

Storytelling Students can briefly summarize a tale or story they heard from somebody beforehand, or they may create their own stories to tell their classmates. Story telling fosters creative thinking. It also helps students express ideas in the format of beginning,

development, and ending, including the characters and setting a story has to have.

Students also can tell riddles or jokes. For instance, at the very beginning of each class session, the teacher may call a few students to tell short riddles or jokes as an opening. In this way, not only will the teacher address students' speaking ability, but also get the attention of the class.

Interviews Students can conduct interviews on selected topics with various people. It is a good idea that the teacher provides a rubric to students so that they know what type of questions they can ask or what path to follow, but students should prepare their own interview questions.

Conducting interviews with people gives students a chance to practice their speaking ability not only in class but also outside and helps them becoming socialized. After interviews, each student can present his or her study to the class. Moreover, students can interview each other and "introduce" his or her partner to the class. Story Completion This is a very enjoyable, whole-class, free-speaking activity for which students sits in a circle.

For this activity, a teacher starts to tell a story, but after a few sentences he or she stops narrating. Then, each student starts to narrate from the point where the previous one stopped. Each student is supposed to add from four to ten sentences. Students can add new characters, events, descriptions and so on.

Reporting Before coming to class, students are asked to read a newspaper or magazine and, in class, they report to their friends what they find as the most interesting news. Students can also talk about whether they have experienced anything worth telling their friends in their daily lives before class. Playing Cards In this game, students should form groups of four. Each suit will represent a topic.

For instance: diamonds represent earning money, hearts represent love and relationships, spades represent an unforgettable memory, and card represent best teacher. Each student in a group will choose a card. Then, each student will write 4-5 questions about that topic to ask the other people in the group. For example: if the topic "diamonds: earning money" is selected, here are some possible questions: Is money important in your life? Why? Or what is the easiest way of earning money? Or what do you think about lottery? Etc.

However, the teacher should state at the very beginning of the activity that students are not allowed to prepare yes-no questions, because by saying yes or no students get little

practice in spoken language production. Rather, students ask open-ended questions to each other so that they reply in complete sentences. Picture Narrating This activity is based on several sequential pictures.

Students are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the teacher as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating. Picture Describing Another way to make use of pictures in a speaking activity is to give students just one picture and having them describe what it is in the picture.

For this activity students can form groups and each group is given a different picture. Students discuss the picture with their groups, then a spokesperson for each group describes the picture to the whole class. This activity fosters the creativity and imagination of the learners as well as their public speaking skills.

Find the Difference For this activity students can work in pairs and each couple is given two different pictures, for example, picture of boys playing football and another picture of girls playing tennis. Students in pairs discuss the similarities and/or differences in the pictures. The Principle of Teaching Speaking There are five principles of teaching speaking which stated by Nunan (2003:54-56): Be aware of difference between second language and foreign language in learning context. Speaking is learned in two broad contexts: foreign language and second language situations.

The challenges you face as a teacher are determined partly by the target language context. Give students chance to practice with both fluency and accuracy. Accuracy is the extent to which students' speech matches what people actually say when they use the target language. Fluency is the extent to which speaker use the language quickly and confidently, with few hesitations or unnatural pauses, false starts, word searches, etc.

In language lessons, especially at the beginning and intermediate levels learners must be given opportunities to develop both their fluency and their accuracy. They cannot develop fluency if the teacher is constantly interrupting them to correct their oral errors. Teacher must provide students with fluency, building practice and realize that making mistakes is a natural part of learning a new language.

Provides opportunity for students to talk by using group work or pair work. Research has repeatedly demonstrated that teachers do approximately 50 to 80 percent of the talking in classroom. It is important for us as language teacher to be aware of how much we are talking in class so we don't take up all the time the students could be talking.

19 Pair work and group work activities can be used to increase the amount of time that learners get to speak in the target language during lessons. Plan speaking task that involve negotiation for meaning. Research suggests that learners make progress by communicating in the target language because interaction necessarily involves trying to understand and make yourself understood. This process is called negotiating for meaning.

It involves checking to see if you have understood what someone has said, clarifying your understanding, and confirming that someone has understood your meaning. By asking for clarification, repetition, or explanations during conversations, learners get the people they are speaking with to address them with language at a level they can learn from and understand. Design classroom activities that involve guidance and practice in both transactional and interaction speaking.

When we talk with someone outside the classroom, we usually do so for interactional or transactional purposes. Interactional speech is communicating with someone for social purposes. It includes both establishing and maintaining social relationship. Transactional speech involves communicating to get something done, including exchanging goods or services.

Stages in Teaching Speaking Harmer stated that teaching speaking has three stages: introduce the practice, new language, and communicative activities. When introducing the new language, English is the new language for the students they must be introduced to its forms, meaning, and functions. Teachers should explain clearly the information about the target language including: its meaning, the way to use the language, the grammatical form of the language, then the pronunciation and the written form of the target language.

In practice, a teacher must continuously strengthen so that students become accustomed and speak in English automatically. Teachers made the situation that the students are easy to find new words and express their feelings. Teachers should provide a chance for learners to practice the language.

In this stage learners will practice to communicate using the target language in more controlled way. Communicative activities, communicative activities must be purposed to train the communication that occurs every day. In the third stage teachers should stimulate the communication between learners and learners or between learners and teachers through learning activities.

In this activity learners will practice to use the target language in less controlled way or they are allowed to modify the target language based on their own creativity. The Concept of Assessment Types of Assessment Brown (2004) divides assessment into four points which are informal, formal, formative, and summative assessment. Here are some explanations of the assessments: Formal Assessment According to Brown (2004), formal assessment refers to tasks or methods created especially to draw from a pool of abilities. They are methodical, deliberate sampling strategies designed to provide teachers and students with an evaluation of student performance.

For instance, a formal assessment would undoubtedly be a methodical collection of observations of a student's frequency of oral involvement in class. Informal Assessment According to Brown (2004), informal evaluation can take assessment of forms. Beginning with inadvertent, unplanned comments and reactions, along with coaching and other impromptu feedback to student.

One example is to say, "Nice job! "Excellent work! Did you use the word can or can't? ", or making some homework smile." Moreover, informal assessment is implemented spontaneously without taking into account the recording results or predetermined assessments of students' abilities. Examples include adding comments to papers, offering suggestions for how to pronounce words more clearly, suggesting strategies for dealing with students' speaking difficulties, and encouraging students to take notes as a useful tool for remembering lecture material (Brown, 2004) Formative Assessment According to Brown (2004), "formative assessment entails evaluating students as they are "forming" their competences and skills with the objective of supporting them in continuing that growth process." One type of formative assessment that involves self-evaluation is for individual students.

Self-assessment helps students improve their ability to make judgments and take ownership of their learning. Peer evaluation is another form of formative assessment. Students are urged to actively participate in the grading process and offer pertinent input to their peer students during peer evaluation. Summative Assessment A student's accomplishments are also measured or summarized in summative assessments, according to Brown (2004), which normally take place at the conclusion of a course or instructional unit. Final exams in a course and general competence assessments (quizzes, periodic review tests, midterm exams, etc.)

are examples of summative evaluation. In conclusion, formative assessment can help students identify their areas of strength and weakness. The administration of formative assessment is a continuous effort made by the teacher and the student throughout the learning process. Unlike summative assessment, which allows the teacher or institution

to evaluate the student's performance in its entirety.

The Principle of Language Assessment Speaking scores must be dependable, fair, and useful for intended purposes like the other test scores. Therefore, there are some factors that should come into consideration in order to ensure whether the speaking skill assessment is trustworthy or not (Luoma, 2004). Practically The first principle of making language assessment is practically.

Before deciding a test, we need to analyze how practical the test is to be used by considering the time constraint, scoring of the test, facilities and budget limitation. Validity An accurate measurement must be provided to assign a valid test. The measurement must include all relevant variables regarding with what should be measured. For example, using interview test for imitative speaking or making essay to get information of the test takers speech production are not a valid test.

Reliability The consistency in scoring plays an important role to make a test reliable. Before conducting speaking test, a test designer should provide a clear rubric and criteria, and prepare a standard scoring system. The items on what are to be assessed from students should be presented and also the score must be printed.

Designing a reliable test may not valid sometimes, however a test designer should break it in order to keep the test as valid as possible. Authenticity It refers to a contextual language or language in use. Students are asked to represent something related to their values. In a test, authenticity may be present in the following ways : The language in the test is as natural as possible Items are contextualized rather that isolated Topics are meaningful for the learner Some thematic organization to items is provided such as through a story line or episode.

Tasks represent or closely approximate real-world tasks. Feedback Feedback is an essential part of effective learning. It helps students to understand the subject being studied and gives them clear guidance on how to improve their learning. Feedback is a crucial part in teaching and learning process, it can improve a student's confidence, self-awareness and enthusiasm for learning.

Brown (2004) states that the ultimate goal of feedback is to provide students with an "I can do this" attitude. The information about reactions given by teacher can guide students on how they are doing to reach their goals. Nicol and Macfarlane-Dick (2006, p. 204) summarize good feedback practice with seven principles : (a) feedback helps clarify what good performance is; (b) it facilitates the development of peer and self-assessment in learning; (c) it 22 delivers high quality information to students about

their learning; (d) it encourages the teacher and peer dialogue around learning; (e) it encourages positive motivational beliefs and self-esteem; (f) it provides opportunities to close the gap between the current and desired performance; and (g) it provides information to teachers that can be used to shape the teaching.

Previous Study There are several researchers who have conducted other studies that are relevant to the topic. First research is by Ganna (2018). In collecting the data, classroom observation and interview were conducted to identify the strategies of teaching speaking. This study is aimed at portraying teacher's strategies in teaching speaking to students at Senior High School and recognizing the impacts of strategies used by the English teacher by involving an English teacher and also the first grade students of the class CIBI which consist of 30 students.

The result revealed that the strategies used by the teacher were discussion, simulation, and communication games. The impact of speaking strategies used by the teacher are make students more active in learning, creating learner's be more positive thinking and increasing the learner's motivation. The second is the research by Razi, Muslim, and Fitrisia (2021). This research used an observation sheet and interview guide as the instruments.

Then, the procedure of data analysis for this research involved data condensation, data display, and concluding. The subjects of this research were two English teachers who teach junior high school students at SMP Inshafuddin Banda Aceh. This research aims to describe the kind of strategies as well as the obstacles.

The result of the first research question of this research described that there are five strategies used by the teachers in teaching speaking skills: role play, drilling, games, picture describing, and storytelling. Meanwhile, the second research question's result described the obstacles the teachers faced in applying the strategies faced.

The third is the research by Mulyanti & Nadrun (2021). This research used a descriptive method to analyze the data and discuss the findings. The subject of this research is the English teachers in SMAN 5 Palu. This research aims to find out the teachers' strategies for teaching speaking. The researchers found four teacher strategies: role play, interview, describing pictures, and storytelling.

CHAPTER III RESEARCH METHODS This chapter contains the descriptions of how the research would be done, including approach and type of research, the role of the researcher, steps of the research, research location and time, source of data, research instrument, data collection technique, data analysis technique and checking validation of finding and research stages.

Approach and Type of Research According to Ary (2010: 426), research design is the researcher's plan of how to proceed to gain an understanding of some group or some phenomenon in its context. This research used a descriptive qualitative as a research design, since this purpose of the study to explore teacher's strategies in teaching speaking in program intensive two-week at Language Center, Kampung Inggris, Pare, Kediri.

According to Ary (2010: 419), qualitative research investigates the quality of relationships, activities, situations, and materials. It focuses on understanding the context and attempts to explain the intentionality of behaviors. Creswell (2009: 4) states that a qualitative research is a study to investigate and understand the meaning individuals or groups assume to be a social or a human problem. It is used to discover why and how a social phenomenon happens.

The final written report of this study consists of the introduction, literature and theory, methods, results, discussion, and conclusion. As can be seen, that qualitative research would focus on describing the phenomenon occurring naturally and presenting it based on the data on the field. Furthermore, descriptive data in qualitative research is the qualitative inquirer deals with data that are in the form of quotes from documents, field notes, and interviews or excerpts from videotapes, audiotapes, or electronic communications are used to present the findings of the study Ary (2010: 424-425).

According to Gay and Airasian, that descriptive research is a research which determines and describes the way things are, thus the researcher report the result of the research just as it was found. Descriptive research is research that asks questions about the nature incidence, or distribution of variable; it involves describing but not manipulating variable (Ary, 2018). A descriptive research declares something naturally, so in this study it only measure what already exist.

From the explanations above, it was clear that the research used descriptive method and presented in qualitative way. In brief, the researcher would describe the phenomenon as naturally as possible based on the data that was found on the field, and presented it in words or description form instead of numbers or measures.

In order to keep the originality of the data, the researcher must not add or modified or made any interventions that possibly damage the naturalization of the data. The Role of the Researcher The researcher's presence in qualitative research was a full observer. This is in line with the opinion of Ary, et al. (2010:432) which states that qualitative researcher can be participants in the situation being observed or non-participants.

In this study, the researcher conducted research by acting as an observer without participating in class activities, because the researcher was not a participant/student in the class. Steps of the Research Preliminary Study The researcher observed teaching and learning activities in the speaking class in a program called the two-week intensive which is located at the Language Center informal educational institution, Kampung Inggris, Pare, Kediri.

This institution is the place where the researcher took part in internship. The researcher is interests in the program because within two weeks of the program it can improve students' speaking ability in using English. For this reason, researcher want to explore further about how the teaching strategies used by teachers in teaching speaking classes in a two-week intensive program in order to improve students' speaking skills.

Research Design Development Making Proposal In starting this research, the researcher collected data and theories relate to the research. The theory was obtained through various sources including journals on the internet. Then observation was made by researcher also help in making proposals to be submitted. This proposal is made to submit research on the teacher's strategies in teaching speaking at Language Center, Kampung Inggris, Pare.

Developing the Theory Researcher developed the data that was collected through interviews, observation checklist, and field note as supporting the observation checklist. She directly conducted the interview with the teacher. Then, she observed how the learning process took place. She went directly to the Language Center and then observed the teacher who started teaching in the class using observation checklist.

In addition, field note also be conducted as additional information obtained. The Real Research Collecting the Data Researcher collected data through direct observation at the Language Center, Kampung Inggris, Pare, Kediri. The researcher conducted interviews with the teacher in speaking class of intensive two-week program.

then, she made observations from the beginning of the class until the class end. The data was collected by the researcher is the teaching strategy used by the teacher in teaching speaking classes in a two-week intensive program at the Language Center,

Kampung Inggris, Pare, Kediri using observation checklist and the researcher also made a field note to support the observation checklist.

Analyzing the Data After collecting data, the researcher conducted data analysis by sorting out which data should be used and which should be deleted. The data that will be used must be in accordance with the research conducted, the teacher's strategies in teaching speaking in program intensive two-week at Language Center, Kampung Inggris, Pare, Kediri. Writing the Report In this section, she combined the data collected in the previous step.

She explained the data obtained carefully and honestly. The researcher reported how the teacher's strategies in teaching speaking in a program intensive two-week at Language Center, Kampung Inggris, Pare, Kediri. Place and Time of the Research Place of the Research This research was conducted at Language Center, Kampung Inggris. It was located at Jl. Langkat No.88-93, Singgahan, Pelem, Kec. Pare, Kediri Regency, East Java 64213.

The researcher chose this educational institution because the researcher is interested in one of the programs at the Language Center. The program is called the two-week intensive. One of the classes in this program is a speaking class. The researcher wants to research how teachers can improve students' English speaking skills within two-week.

Time of the Research No _Procedure and Activities _September-December 2021 _April-May 2022 _June-July 2022 _August-September 2022 _October-November 2022 _December 2022-January 2023 _ _1. _Preliminary Study _ _ _ _ _ _ _ _2. _Research design Development Making proposal Developing the theory _ _ _ _ _ _ _ _3. _The Real Research Collecting data Analyzing the data _ _ _ _ _ _ _ _4.

_Writing the Research Report _ _ _ _ _ _ _ _ Scheduling to conduct a research is very important to do so that research can run according to plan. The ongoing process starts from the preliminary study, research design development, the real research and writing the research report. Time of the research will be shown clearly below: Source of Data The sources of data for qualitative research can come from many sources including documentation, interviews, observation, audiovisual record, and physical artifacts (Creswell, 2012).

In this study, the source of data obtained by researcher from the subject under this research. Subjects in a study are required to get the needed information. Depending on the types of questions asked, the researcher selected the subject so that the researcher be able to provide the key information essential for the study. It means that in

qualitative research, the researcher select their subject based on the subjects' knowledge which is capable to answer the question.

The subject of this research is one of the teachers in Language Center, Kampung Inggris, Pare who teaches speaking in one of the program in Language Center namely intensive two week. The researcher chose the teacher because, basen on observation results, he has many years of experience teaching English, especially in speaking class.

Moreover, this is also supported with the suggestion from the researcher's mentor to conduct the research with the teacher, because the teacher is more compatible in speaking subject. The data obtained especially from the strategies used by teacher in teaching speaking class in a two-week intensive program. These data are very helpful for researcher in this research process.

The instrument used is through interview, observation checklist, and field note for supporting the observation checklist. Procedure of Collecting the Data Interview According to Cohen (2000:269), interview is two person conversations initiated by the interviewer for the specific purpose of obtaining research relevant information and focused by him on content specified by research objectives of systemic description, prediction or explanation.

It involves the gathering of data through direct verbal interaction between individuals. The interview is a form of data collection in which questions were asked orally and subjects' responses were recorded, either verbatim or summarized. According to Ary (2006:438), there are three kinds of interview, namely: Unstructured interview.

Interview which is a conversational type of interview in which the questions arise from the situations. The interview is not planned in detail a head. Structured interview. Interview that the schedule for the specific purpose of getting certain information from the subjects. The questions are structured. Semi structured interview.

Interview in which the area of interest is chosen and questions are formulated but the interviewer may modify the formal question during the interview process. The researcher use semi structured interview to conduct the research, it is the interviewer use a set of questions which are developed to gain the specific information because the researcher will bring the general idea to conducting the interview.

The researcher wants to investigate the deep information about the teacher's strategy when teaching speaking in intensive two-week program. Question arranged based on research question that conducted by the researcher. The interview held after the

Observation finished. In interview the researcher used individual interview or it can be called one-on-one interviews.

One-on-one interviews is a data collection process in which the researcher asks questions to and records answers from only one participant in the study at a time (Creswell 2012, p. 218). The interviews took place in similar classroom settings at the different. The reason for this was to make sure that the interviews would not get distracted, and that the conditions were the same for all participants.

Observation One of the most common methods used in qualitative research is observation. Creswell (2012, p. 213) defines observation as the process of gathering open-ended, firsthand information by observing people and places at a research site. Observation is a basic method for obtaining data in qualitative research and is more than just hanging out.

It is a more global type of observation than the systematic, structured observation used in quantitative research (Ary, 2018) .Qualitative observation relies on narrative or words to describe the setting, the behaviors and the interactions. The purpose of qualitative research is getting the complete descriptive behavior in a specific natural setting rather than a numeric summary of occurrence or duration of observed behaviors. Observation is watching what the people do in real life this method match for research in psychology or personality.

In observation the researcher used observation checklist and field notes as supporting the observation checklist. The Field notes are the primary way of capturing the data that is collected from participant observation. The researcher followed the teaching strategies that was conducted by the teacher in the class and maked some observation about with fill the observation checklist and the field note.

Field note Field notes are the instrument used by the researcher when conducting an observation, containing records of data the researcher obtains during observation. The researcher wrote short notes while observing, with the addition of giving more specific and clear data information later. Technique of Data Analysis A data analysis technique is a method for collecting data in a systematic way that makes it easier for the researcher to conclude.

According to Miles & Huberman (1994:10), data reduction, data presentation, and conclusion drawing/verification are three streams of activity that occur simultaneously during the analysis. The following are the specifics of these three lines: Data Reduction The process of selecting, focusing on reducing, abstracting, and manipulating rough

data that comes from field notes are known as data reduction. As long as a qualitative research-oriented activity is ongoing, data reduction is ongoing.

When the researcher decides on the conceptual framework of the research topic, research challenges, and which data collection approach to, he or she is anticipating data reduction. In this research, the researcher collected data by interview, observation checklist, and field note as supporting the observation checklist. After all the data was collected, the rsearcher sorted and reeuced the data to find the necessary data or main data about teaching sttategies based on Kayi's theory.

Data from interviews combined from the results of observations checklist and field note. Data Presentation A data presentation, according to Miles and Huberman, is an orderly gathering of data that allows people to draw conclusions and take action. They feel that better displays, such as various forms of matrices, graphs, networks, and charts, are essential for meaningful qualitative analysis.

They are made to bring together organized data in a logical and easy-to-understand way. As a result, an analyst can understand what's going on and decide whether to draw the correct conclusions or continue with the analysis suggested by the presentation. In this research, after the researcher collected data from interviews, observation checklist, and field note as supporting observation checklist, she described the data about each strategies that were used by the teacher in teaching speaking class.

Withdrawal and Verification According to Miles & Huberman, drawing conclusions is merely one aspect of a complete configuration's activity. Throughout the research, the findings were double-checked. Verification can be as simple as a thought running through the analyzer's (researcher's) head as she writes, or as complex as evaluating and brainstorming among colleagues to achieve inter subjective agreements, or as elaborate as intensive efforts to insert duplicates of a finding in different data sets.

In this research, the researcher made conclusion based on the finding of the data analysis. The conclusion in qualitative research is to expect new findings that have never existed before. These findings can be form of image of an object that was previously unclear so that when examined it becomes clearer.

Checking the Finding of the Research The researcher employed triangulation to obtain valid data in order to check the research's validity. Triangulation is the process of comparing data from several sources in various ways and at various times. The aim is to obtain and test reliable data through data verification.

In order to present the truth of teaching strategies applied by the teacher in speaking class of intensive two-week program at Language Center, the researcher used the triangulation method. Creswell (2012:259) stated triangulation is the process of corroborating evidence from different individuals (e.d., a principal and a student), types of data (e.g., observational fieldnotes and interviews), methods of data collection (e.g.,

documents and interviews) in descriptions and themes in qualitative research. Based on the statement, it can be said that triangulation method is a method used by qualitative researchers to check and determine validity in their research by analyzing research questions from varous perspecgives.

There are some kinds of triangulations, namely methodological triangulation, researcher triangulation, theory triangulation, and data triangulation. Triangulation that used in this research was methodological triangulation. The reason why she used methodological triangulation, it is because this research used multiple method, such as interviews, observation checklist, and field note as supporting the observation checklist to collect the accuracy data.

CHAPTER IV FINDINGS AND DISCUSSIONS This chapter presents findings and discussions of the research about teacher's strategies used in speaking class of intensive two-week program at Language Center, Kampung Inggris. The findings were obtained from the interview, observation checklist, and field note results about teacher's strategies that consist of teaching preparation, teaching strategies used by teacher, and assessment. The data from those instruments are discussed in the finding and discussion below.

Setting Description This research is located in one of the non-formal educational institutions in Kampung Inggris, Pare, Kediri. The researcher chose the research location in Kampung Inggris, Pare, Kediri because Kampung Inggris is one of the areas with a lot of informal educational establishments. Kampung Inggris is well-known because local inhabitants utilize English in their everyday lives.

Many educational institutions compete for students from diverse regions. One of the informal educational institutions in Kampung Inggris that has attracted the attention of researchers is an institution called the Language Center. One of the English language course institutions located in Kampung Inggris Pare is the Languange Center or commonly known as LC.

LC's address is Kampung Inggris Number 88 Singgahan Jalan Langkat Kediri Kediri Regency 64213, East Java. The Language Center at its inception was founded by several people who already had experience in managing course institutions. The aim of the LC is for students to receive comprehensive and quality English services and learning.

Therefore, to achieve the goals to be achieved, LC has the slogan "Complete Packages for Better Learning". Furthermore, LC has the jargon "Make Everyone Speak". It is expected that every student who enters LC can fluently and actively use English for their daily activities. Language Center has many programs, one of which is an intensive two-week program.

This program is a program where students are taught by tutors about speaking, grammar, and pronunciation for two weeks. In this study, the researcher chose the Language Center as the research location because of the intensive two-week speaking class program. This program only lasts for two weeks, but can improve students' speaking skills in using English.

In addition, the Language Center also implements the English Area system, where students are required to speak English while in the Language Center area. This made the researcher want to study the strategies used by the teacher in teaching English in a

speaking class in an intensive two-week program. Description of Teaching Strategies The data was collected by the researcher during the two-week intensive program in the speaking class.

The data collected came from interviews, observation checklists, and field notes that support the observation checklist. Furthermore, the data obtained was described based on the research questions, what are the teaching strategies used by the teacher in speaking class at Language Center, Kampung Inggris, Pare.

Thus, the data presented is in the form of teaching strategies used by the teacher in teaching speaking classes in the two-week intensive program starting from teaching preparations, teaching strategies, and assessments. In this program, based on the outcomes of the answers received from the interview with the teacher, the writer found that at the beginning of the program all students must take a placement test to find out how far their ability and knowledge of the English language is to be further grouped based on their level of ability in each class. As the interview result, it can be seen that the students took placement test on Monday in the first week.

So, they start their class on Tuesday for receiving the material. The aim was to know how far their knowledge and ability when speak English. So the teacher can adapt which materials and strategies matched with their abilities. Furthermore, students are given material according to the topic provided by the teacher.

As the interview result, it can be seen that the material that the teacher gave to his students was from syllabus from LC. So, LC prepared the syllabus that consists of topic every day that the teacher should give to the students. According to the syllabus of Intensive Two-week Program in speaking class at Language Center, the topics in the first week include introduction, time and daily activities, and family. Then, the topics in the second week included describing someone, planning, telling an amazing story, and promotion.

From these topics the teacher developed strategies that should be used in teaching students on each topic. As the interview result, it was found that If the topic is introduction for the first topic from the syllabus, so the teacher should develop the materials from that topic. Including the strategies that the teacher should used in this topic and adapt to students' ability.

In this case, the researcher divided the description into two, namely teacher strategies in the first week and in the second week, in which there were teaching preparation, teaching strategies, and assessment. Teaching Preparation in the First Week Session In

this research, the researcher conducted an interview with the teacher in speaking class of intensive two-week program at Language Center. The researcher had asked about the preparation of the teacher before the teaching strategies was applied in the speaking class.

To determine the strategies used in teaching speaking, the teacher adapts to the two-week intensive program syllabus provided by the Language Center. In this program, every day there is a different topic and the teacher must make a lesson plan according to the topic. The strategy used must also be able to make students do a lot of practice so that students get used to speaking in English.

In the first week, there were several topics in the two-week intensive program in speaking class, including introduction, time and daily activities, and family. Teachers used different strategies in conveying material to students. The topic introduction was the first meeting, so on this topic the teacher tried to recognize students' English speaking abilities by preparing material about greeting, response, and farewell/goodbye. As a interview result, the teacher prepared a strategy.

Because this is the first meeting, so the teacher saw the condition of the class in the future so that it can be more casual for the students. The teacher also prepared the materials about greeting, response, and farewell or say goodbye. For the media that was used by teacher in this topic, the teacher used the blackboard for explaining the materials.

As a interview result, For this topic, the teacher used media white board to explain the material. Haven't used other media yet because this was still the first meeting. The book source used by teachers in teaching introduction's material is from the book "50 Strategies for Teaching English Language Learners Fifth Edition" by Adrienne L. Herrell and Michael Jordan.

On the topic of time and daily activity as the second topic, the teacher has made preparations starting from the media and book sources used for time and daily activity material. As the interview result, it was found that the preparation that the teacher did on to this topic was preparing objects that he would gave to students, making materials as well, preparing media that would later be used by them to practice speaking. The teacher prepared paper containing material about time and daily activities.

So, there the teacher asked them to pair up and tell each other their time and daily activities based on the paper that he gave to them. Then for the book source that the teacher used was a book entitled Teaching Methods and Games in Use. On the third

topic which was family, the material used by the teacher on this topic is a family tree.

As the interview result, it was found that the material on the third topic was family tree. Where in it there were group games to arrange puzzles, there was also asked strangers with mingle-mingle games. Then, the teacher's preparation was to make an object in the form of a puzzle where the puzzle will later form a picture.

So, in the picture, they discussed finding hidden words about family there. And the book's source was the book with title Games for Learning American English. Strategies Used by the Teacher in the First Week Session In this section, the researcher divides the strategies used by the teacher according to the topics presented as follows. The first meeting's strategy in the first week with the topic "Introduction" Introduction is the first topic taught by the teacher to students.

At this first meeting, the teacher wanted to get to know his students first. So, the teacher used this opportunity to explain the material while at the same time getting to know his students. The strategy used by the teacher in this topic was interview. As the interview result, it was found that the teacher used interview strategy in the topic introduction.

The students' were asked to pair up with their friend and conduct an interview about introducing themselves and also practicing about greeting, response, and farewell/goodbye. Furthermore, here was the teacher's strategy in teaching the first topic which was introduction that the researcher got from observation and field note. The teacher began the material by saying several choices of words to introduce himself, such as "Let me introduce myself…", "May I introduce myself…", and use "I am willing to…" as a special expression for someone who is conducting an interview.

After that, the teacher asked several students to come forward in front of the class to introduce themselves by stating their identity like: "Hi, let me introduce myself.." "My name is Rio" "I was born in South Tangerang" "My hobby is swimming" After several students came forward to introduce themselves, the teacher explained the introductory material which was divided into three parts, namely greetings, responses, and farewell/say goodbye.

When explaining material about greeting, the teacher gave an example by saying formal and informal greeting sentences. For formal greeting sentences, the teacher gives an example with the expression: "Hello, good morning/good afternoon/good evening" "How are you?" "How are you doing?" "Nice to meet you" While greeting sentences are informal, such as: "What's up?" "It's good to see you."

"How are things with you?" "How is it going? Then, the teacher explained the material about the response from the greetings that had been explained previously. The expression is also divided into two, namely formal and informal. Expression of response in a formal way, such as: "Good morning/good afternoon/good evening" "I am fine, thank you." "I'm doing well, thank you." "Nice to meet you."

While expressions of response greetings are informal, such as: "Pretty well." "Good to see you too." "Ok, not bad." "Well, nothing special." The last material is about farewell/say goodbye. The teacher gave examples of formal and informal farewell expressions. Examples of formal farewell expressions such as: "Good night." "Good bye." "Have a nice day." "It was a pleasure seeing you."

Meanwhile, informal expressions of farewell/goodbye, such as: "Nighty night." "Bye bye!" "Gotta go." "See ya." After explaining material about greetings, responses, and farewell, students were asked to pair up with a friend nearby. Then they were asked to practice greetings, responses, and farewell/goodbye with their partners according to the material that had been delivered by the teacher.

The second meeting's strategy in the first week with the topic "Time and Daily Activity" On the second day, the teacher presented a topic about time and daily activity. From the interview result, it was found that on the topic time and daily activity, the teacher using interview strategies. He asked the students to pair up with their friend and asked each other about their daily activities.

Furthermore, here was the teacher's strategy in teaching the second topic which was time and daily activity that the researcher got from observation and field note. The teacher started the class by telling about their daily activities along with the time the activities are carried out for one day. Each student is given a piece of paper containing material about time and daily activity. The teacher drew a clock on the blackboard.

Then, the teacher explained the difference between the use of am and pm time, the time in British and American style. After that, students were asked to ask about the material that had been delivered by the teacher about the time material. Then, the teacher answered the questions that had been asked by the students.

After that, the teacher gave practice questions to students about the use of time in British and American style. Example: 11;15 American: It is eleven fifteen British: It is a quarter past eleven When the student answered the question with the wrong answer, the teacher said, "really?", then the teacher gave a clue with another example and asks the student again.

The teacher explains the material about daily activity in the paper given to the students. Then the teacher asks students to pair up with a friend beside them. After the students sat down in pairs, they were asked to share their daily activities with their partners in turn as a speaking exercise. The teacher gives time to students for 15 minutes to tell their partner daily activity.

After that, the teacher appoints students one by one to stand up and tell their daily activities to their classmates one by one in turns. The third meeting's strategy in the first week with the topic "Family Tree" On the third day, the topic taught by the teacher according to the syllabus is family. As the interview result, it was found that the strategy used by the teacher on this topic is discussion and interview.

On this third topic, the teacher used discussion and interview strategies by asking students to discuss compiling puzzles prepared by the teacher. After that, they were invited to play a game called "mingle-mingle", where they were asked to walk in circles until the teacher said "stop" and they had to pair up with a friend nearby to interview each other about their families.

Moreover, the researcher also got the teacher strategies from observation and was supported with field note. The teacher focuses material on the family tree which begins with the teacher asking students to form groups of three people in one group. Then the teacher gives a puzzle to each group. The puzzle consists of pieces of images that must be arranged to form a correct image shape.

Each group was asked to arrange the puzzle into the correct image shape. After the picture is arranged correctly, in the picture there is a hidden word related to vocab about family. Each group was asked to find hidden words in the picture. For the group that manages to find the first seven hidden words, that group will be the winner. The teacher gives 10 minutes for each group to find the hidden words.

After 10 minutes have passed, each group is asked to write the word they have found on a piece of paper. There was one group that managed to find seven hidden words in the picture and that group became the winner. After that, the teacher explained about the family tree as an example to the students.

The teacher gives a paper containing material to each student about mentioning family members and questions about describing family. Example: Parents: Father, mother, husband, wife, ex-husband, mother-in-law, step father. Question: What's your mother's name? The teacher drew a family tree on the blackboard to explain to the students.

Then the students were asked to make a family tree on a piece of paper. When students made a family tree on paper, the teacher attends to the students one by one with small conversations with each student. After that, the teacher asked the students to stand up and form a circle. Then students are asked to walk around randomly by saying "mingle, mingle".

After that, they were asked to stop spinning and they were asked to pair up with a friend nearby. They were asked to ask their partner about the family tree. For the questions given, they can use the questions on the paper that have been given or they can make their own questions. For students who do not get a partner, the student is paired with the teacher. Students were asked to mingle again and stop randomly.

They were asked to pair up again with other friends who were nearby and do the same thing, namely asking about the family tree of friends who were near them. This activity was repeated three times with different partners. After they finished mingle, the teacher asked the students if there was any material that they did not understand about the family tree.

Assessment in the First Week Session The assessment carried out by the teacher in this program is to use formative assessment and summative assessment. Formative assessment is carried out every time the teacher finishes explaining the material and gives assignments to students. In carrying out a formative assessment, the teacher used corrective feedback where the teacher gave a sign indicating the mistake made by the student accompanied by an explanation to provide more information for the student.

Meanwhile, the summative assessment is carried out every weekend after the material in the first week is finished. For the formative assessment in the first week, in the first material, namely introduction, the teacher gave an assessment by how students introduce themselves in using English.

As the interview result, it was found that the teacher's assessment on the topic introduction is that if they are able to introduce themselves using English by improving the contents of the self-introduction method that has been conveyed by the teacher, then they are considered to be fluent in speaking English. However, if students introduce themselves using English still stuttering and still see a list of ways of self-introduction that have been conveyed by the teacher, then these students are considered to still need more practice to speak English.

Then, the assessment is carried out by the teacher on the next topic, namely time and

daily activity. The teacher gave an assessment to students in a way when students pair up with their friends and tell each other their daily activities. As the interview result, it was found that the teacher assessed the fluency of students in conveying their daily activities.

If students were able to tell their daily activities using English fluently, then these students are considered able to speak English. In addition, the teacher also motivated students to practice English more often in their daily lives. On the third topic, namely the family tree, the teacher conducted an assessment through mingle-mingle games carried out by the students.

As the interview result, it was found that the teacher conducted an assessment on this topic in a way that if students can apply and improve questions about family to their partners in the mingle-mingle game, then they can also answer questions fluently, then they were considered capable of speaking English. However, when students only apply questions that were in accordance with the list of questions given by the teacher and when they were asked back by their partners they were confused about answering them, the teacher thought that these students still need a lot of English practice.

After the topic in the first week ended, the teacher gave an exam to the students to find out how far they understood the material presented in the first week. In this case, the teacher uses a summative assessment for summarizing students' speaking skills in the first week. The assessment that the teacher gave to students in the first week was that students were asked to tell their personal information and tell their daily activities one by one in front of the class.

From the interview result, it was found that the exam is conducted every Friday, every topic in one week is finished, on Friday they have an exam. So, for this week's exam, the teacher asked them to tell their personal information and tell their daily activities one by one in front of the class. The assessment is how fluently they convey it using English. There were several aspects used by teachers in assessing students.

The aspects used include pronunciation, comprehension, fluency, accuracy, and vocabulary. As the interview result, it was found that assessment for the pronunciation can be seen from the correctness or not of students in pronouncing words using English. Comprehension was seen from students' understanding of the questions given from the teacher or from friends when they are discussing or in pairs.

If the answers from the students do not match the questions or are disconnected, then the students are considered to still need a lot of practice speaking English. Then there is

fluency. Fluency was assessed from the fluency of students when pronouncing sentences in English. When students said sentences with lots of repetition of words or they are still thinking about the words they will say in English, it means they are still not fluent.

Then there was also accuracy. The accuracy can be seen from the grammar used by students when using English. If the grammar used is in accordance with the context, then the student can be said to understand. Finally, there was vocabulary which can be seen from the choice of words used by students in speaking English.

If students are not precise in choosing words or do not know English from these words, then these students still need to enrich their vocabulary in English. Then, from the results of the interviews, the teacher also adds the numerical provisions used by the teacher in assessing students. As the interview result, it was found that in giving student grades, the Language Center has the lowest score limit, which is 60 and the highest score, which is 90. Then for each aspect it has its own maximum value limit which, if added together, will produce a score of 90.

Teaching Preparation in the Second Week Session In the second week, the teacher prepared material according to the syllabus provided by the Language Center. According to the Language Center syllabus, in the second week there were four topics taught from Monday to Thursday. These topics include describing someone, future plans, telling an amazing story, and promotion.

In preparation for teaching teachers in the second week, researchers also conducted interviews with teachers. For the first topic in the second week, this is describing someone. Based on interview results, it was found that in the second week, the material is describing someone.

For the preparation, the teacher used paper media, which he used to share material with students about nouns, adjectives, and examples about describing someone. Then the teacher also made cards containing adjectives about someone whose letter arrangement was still random, such as handsome, beautiful, straight, pointed and so on. Then, the teacher asked the students to compose the word orally.

There was also markers that would be used later for spinners to choose students who would answer the random words earlier. Then for book sources the teacher used the book "English for basic speaking". Next, on the second topic in the second week, namely the future plan. The preparation made by the teacher in this topic is to prepare media in the form of paper and gameboards.

In accordance with the interview result that the teacher prepares media in the form of paper containing material about using be going to and will. Then the teacher also prepared a snake and ladder gameboard that students used to play while learning. Then, the book source used by the teacher in teaching this material is a book with a title "Activate: Games for Learning American English (Teacher's Manual)" by the Office of English Language Programs. On the third topic in the second week, namely telling an amazing story.

The teacher prepared material in the form of giving an example of how to tell an amazing story with the teacher's experience. This is supported by one of the interview result with the teacher that the teacher's preparation is to prepare a story of experience that will be told to students as an example of telling an amazing story.

Then, the book that teachers used to teach this material is a book entitled Skills to Pay the Bills: Mastering Soft Skills for Workplace Success "by The Department of Labor's Office of Disability Employment Policy (ODEP)" The last topic in the second week is promotion. The teacher made preparations by making objects in the form of pictures which are the products the students choose.

This is supported by one of the interview result that on the promotion topic, the teacher prepares media in the form of small pictures consisting of images of smartphones, balloons, bicycles, and so on which used as products promoted by students. Then, the book used by the teacher in teaching this material is a book entitled "50 Strategies for Teaching English Language Learners Fifth Edition" by Adrienne L. Herrell and Michael Jordan.

Strategies Used by the Teacher in the Second Week Session In this section, the researcher divides the strategies used by the teacher according to the topics in the second week that presented as follows. The first meeting's strategy in the second week with the topic "Describing Someone" In the second week, the first topic taught to students is describing someone.

On this topic, the strategy used by the teacher in teaching is to use playing cards and picture describing. Based on the interview result that on the topic of describing someone, the teacher uses two strategies, namely playing cards where the teacher used cards containing adjectives about someone randomly and the picture describing strategy where the teacher asked students to describe a picture whose object is one of their friends are in that class.

Furthermore, here is the teacher's strategy in teaching the first topic in second week

which is time and daily activity that the researcher got from observation and field note. The teacher gave each student a paper contained material of describing someone. The material consists of nouns, adjectives, and examples about describing someone. The teacher asks students to translate an adjective about describing someone orally.

After almost all students have had their turn to answer, the teacher asks students to make a draft containing a description of one of the friends in the class without mentioning the friend's name. The draft must consist of at least ten sentences. When the students make the draft, the teacher provides additional explanations about grammar.

The teacher explained that the tense used to describe someone is to use the simple present tense. After that, the teacher prepared some cards containing adjectives about someone's description. However, the adjectives are arranged randomly. Example: "M-O-D-H-A-N-S-E" - HANDSOME "U-T-B-A-E-I-U-L-F" – BEAUTIFUL "T-S-G-I-A-T-H-R" – STRAIGHT "E-N-P-D-O-I-T" – POINTED "Y-N-D-E-I-F-R-L" – FRIENDLY After that, the teacher prepared markers that were used to designate students who are asked to guess the random word.

The marker is placed in the middle, while the students sit in a circle on the edge. The teacher starts rotating the marker clockwise until the marker stops rotating on its own. When the marker stops spinning towards one of the students, the student has to compose and answer one of the random adjectives.

However, students cannot choose which words to compose, because when the marker stops spinning towards one of the students, the teacher took one of the cards at random and then gave it to the students to answer. For students who did not succeed in guessing, then he would be given a punishment in the form of being given a sprinkling of powder on his/her face.

After playing the games, students were appointed one by one to stand up and describe someone in the class without mentioning their name according to the draft that had been made. Then, other students were asked to guess who the person is referring to. After that, the student who had described someone had the right to appoint one of the friends in the class to describe someone according to the draft that has been made. The second meeting's strategy in the second week with the topic "Future Plan" The next topic given by the teacher is the future plan.

The strategy used by the teacher on this topic is interview, discussion, and picture describing. Based on the interview result that on the topic of future plans, the teacher uses three strategies, namely the first strategy is an interview where the teacher asks

several students to come forward one by one and is asked about their future plans, then students are asked to pair up with friends nearby and ask each other about their future plans. The next strategy is discussion and picture describing in one game.

The students were asked to form groups and discuss by playing snakes and ladders where when the student had his turn, he had to describe the picture obtained by using simple future tense sentences. Furthermore, here is the teacher's strategy in teaching the second topic in second week which is time and daily activity that the researcher got from observation and field note.

The teacher started the learning activity by calling the students one by one to be asked some questions about the activities that would be carried out in the future or after now. Each student was given a different question by the teacher. The teacher asks students to answer using English. Example: Q: Do you have a plan to come back home next week? A: Yes I do, because my program will be end on next week.

After that, the teacher distributed papers containing materials and questions about future plans for students. The teacher asked students to discuss with their friends to ask each other about future plans. Questions on paper could be added to their own questions. Example: Expression: Will you continue your study? Responses: Yes, I will continue my study to UGM The teacher approached each group to check the course of the discussion and helped them if there were difficulties. Then, the teacher asked students to write the results of the discussion about the future plan on paper.

After that, the students should collects papers containing the results of discussions with their friends in front of the class. The teacher asked students to make a group where one group consisted of three people. Then the teacher gave them a game board (snakes and ladders). The teacher asked the students to play snakes and ladders with their group mates. Students were required to replace the dice.

The number of suit results is the number of players running. When the number of the dice is determined, they moved the pawn according to the number on the board. And they stopped at the specified number, they had to make a sentence used the simple future tense that is related to the picture in the number they occupied. For example, the first player gets a five to move.

When the first player has reached the fifth number he has passed and there is a picture of a person going to sleep on that number, the first player must make a simple future sentence about the picture, such as "she is going to sleep". The third meeting's strategy in the second week with the topic "Telling an Amazing Story" After the future plan, the

next topic taught by the teacher is telling an amazing story. The strategy used by the teacher on this topic is story telling.

Based on the interview result with the teacher, the researcher found that on the topic of telling an amazing story, the teacher used story telling strategies by giving examples of how to tell memorable experiences. The teacher gave an example by telling a memorable experience for him. After giving an example, then the teacher asked students to tell their memorable experiences in front of the class one by one.

Moreover, here was the teacher's strategy in teaching the third topic in second week which was telling an amazing story that the researcher got from observation and field note. The teacher began the learning activity by telling about a memorable experience in his life. Each student was asked to make an amazing story. The teacher did not determine the theme of the story that students make. They were asked to be creative according to their own experience and creativity.

The students were given twenty minutes to make an amazing story. After the students have finished making their own amazing stories, the teacher calls the names of the students one by one to come forward in front of the class and tell the amazing story. Example: Teacher: "I please you, Affa".

When students have finished telling their amazing stories in front of the class, other friends are asked to ask questions about the stories that have been told by students who have come to the front of the class. After the student has finished answering, the teacher gives additional questions to the student from the story that has been told, such as: "Why do you want to be a teacher?" After students have answered, students are asked to return to their seats, then the teacher calls on the next student to tell his amazing story in front of the class. The fourth meeting's strategy in the second week with the topic "Promotion" The last topic taught by the teacher is promotion.

The strategy used by the teacher on this topic is role play. Based on the interview result, it was found that in promotion's topic, the teacher used a role play strategy, in which the teacher asked students to play the role of promoters from pictures of objects they got randomly.

Moreover, here is the teacher's strategy in teaching the fourth topic in second week which is promotion that the researcher got from observation and field note. The teacher begins the learning activity by giving an example of playing the role of a smartphone seller. He brought a smartphone and played a role in promoting the smartphone in front of the class.

After that, the teacher prepared several pieces of paper containing pictures that were used as promotional materials. Students are asked to come forward one by one to take one of the pictures at random. These images include perfume, smartphone, balloon, cake, book, and others. Then, students were asked to make a draft containing how to promote the images they had randomly obtained.

The way of promotion that they make must be able to attract potential buyers. They were given fifteen minutes to make the draft. While students were making drafts that contain how they promote the products they have obtained, the teacher surrounds students one by one and asks questions about the products to be promoted.

After the students finished making the draft, they were asked to come forward one by one to play the role of being the promoter of the product they got. Other friends were asked to ask about products that had been promoted by students in front of the class. When finished, the student is asked to return to his seat and the teacher calls on the next student to come to the front of the class to play the role of promoter of the product each student gets.

Assessment in the Second Week Session The assessment conducted by the teacher in the second week is not much different from the assessment in the first week, namely by using formative assessment and summative assessment. Formative assessment is carried out every time the teacher finishes explaining the material and gives assignments to students.

Meanwhile, the summative assessment is carried out every weekend after the material in the first week is finished. For the formative assessment in the second week, in the first material, namely describing someone, the teacher gives an assessment in terms of how they describe the person in question.

From the interview results, it was found that the way the teacher assessed the topic of describing someone was by seeing how students described one of their friends and how other friends respond to it. If you can guess who the friend in question means, it means he understands what the friend who is describing says. Then, the assessment was carried out by the teacher on the next topic, namely the future plan.

The teacher gave an assessment to students by asking questions and answers with their friends about the activities that would be carried out in the future, and with the snakes and ladders gameboard been carried out. From the interview result, it was found that on the topic of future plans, the teacher provides an assessment in a way when students

ask each other questions about their future activities and their cooperation when they play the snakes and ladders gameboard. Next, on the third topic, namely telling an amazing story.

The teacher conducts an assessment by how students tell their amazing stories to their friends. This is supported by one of the interview result that on the topic of telling an amazing story, the teacher conducts an assessment by looking at the students' fluency in telling the amazing story in front of the class. The last topic is promotion.

On this topic, the teacher conducts an assessment in a way when students do a role play as a product promoter. Based on the interview result, it was found that this promotion topic, the teacher conducts an assessment in a way when students do role plays as promoters of the products they get from the teacher.

After the topic in the second week ended, the teacher gave an exam to the students to find out how far they understood the material presented in the first week. In this case, the teacher uses a summative assessment for summarizing students' speaking skills in the second week. The assessment that the teacher gave to students in the second week was that students were asked to promote products and services.

The exam in the second week was carried out by asking students to role play as product promoters. There are several aspects used by teachers in assessing students. The aspects used include pronunciation, comprehension, fluency, accuracy, and vocabulary. As the interview result, it was found that assessment for the pronunciation can be seen from the correctness or not of students in pronouncing words using English.

Comprehension was seen from students' understanding of the questions given from the teacher or from friends when they are discussing or in pairs. If the answers from the students do not match the questions or were disconnected, then the students were considered to still need a lot of practice speaking English. Then there was fluency. Fluency was assessed from the fluency of students when pronouncing sentences in English.

When students said sentences with lots of repetition of words or they were still thinking about the words they would say in English, it means they were still not fluent. Then there was also accuracy. The accuracy could be seen from the grammar used by students when using English. If the grammar used in accordance with the context, then the student could be said to understand.

Finally, there was vocabulary which can be seen from the choice of words used by

students in speaking English. If students are not precise in choosing words or do not know English from these words, then these students still need to enrich their vocabulary in English. Then, from the results of the interviews, the teacher also added the numerical provisions used by the teacher in assessing students.

As the interview result, it was found that in giving student grades, the Language Center has the lowest score limit, which is 60 and the highest score, which is 90. Then for each aspect it has its own maximum value limit which, if added together, will produce a score of 90. DISCUSSION Based on research findings, there are things that need to be discussed with previous research findings.

The purpose of this research is to describe the teacher's strategies in speaking class of an intensive two-week program at the Language Center (LC), Kampung Inggris, Pare, Kediri. Based on the finding of the research, the researchers found strategies used by teachers in speaking class of intensive two-week program. The strategies used by the teacher include interviews, discussions, playing cards, picture describing, story telling, and role playing.

However, in the results of this study, the strategy most used by teachers is interviews. The aim of the interview technique is to gather students in a conversation and to encourage students to speak. This technique will facilitate students to develop their speaking skills because they have a partner to talk or to discuss about some topics so they will be motivated to speak and be active in speaking.

These results are in line with previous research conducted by Hasriani, (2019) that interviewing is a good learning technique in teaching speaking subjects. Through this strategy a person's speaking skills will increase. Besides, a person can socialize with other people because of interaction. The researcher agrees with this statement because by socializing with others, students' can increase their confidence in speaking.

It is also in accordance with Wulandari's statement that she said if the interview is one of the effective techniques to encourage the students' speaking ability (Wulandari, 2017). Moreover, According to Fabelia (2017), interview is a communication process that uses questions and answers in response. Effective interviewing is used in speaking learning because it can stimulate the brain to think.

The researchers agree with this statement because with an interview strategy, students can stimulate their brains to think about questions and answers that they should do with their partners, and from that, interviews can be an effective technique to encourage students' speaking abilities. Next from the researcher's finding that teacher also used

discussion strategy.

Discussion refers to an activity that the students have to express their ideas, deliver point of views, share the information, and find the solution of some problems in the form of groups. This is in connection with Azizah's statement in previous research that uses a discussion method which benefits in applying the method is making the learning process in the classroom more effective, because in the discussion can involve breaking the class into small groups for effective conversation on a topic and problem (Azizah, 2018).

The researcher agree with this statement because with discussion strategy, it can develop social speaking and listening skills, clarifying ideas and promoting teamwork. But, in other hand, according to Azizah (2018), discussion can be out of control if not controlled properly, the class can turn into a market and confusion can arise as a result of bad management and the informal nature of the organization.

The researcher agrees that classroom management is very important when the teacher applying discussion strategy. The teacher should manage the class so it will not affect to fuss in class. The next finding is teacher using playing card's strategies in teaching speaking. Playing card's strategy helps the students to develop their speaking skill in interesting activities so that their speaking ability can be developed in natural ways.

This is in accordance with Nurchalis and Selviana (2019) statement that card games is a useful technique in learning and developing speaking skill, since it can create positive classroom interaction that can lower the students' anxiety in learning the foreign language. The researcher agrees with this statement because with applying playing cards, student can develop speaking skills in fun ways by using cards.

The fourth strategy used by the teacher in teaching speaking is picture describing. Describing picture help students in speaking ability because in using the picture, students will try to speak what do they know about the picture, so there is a curiosity in students themselves to speak something because the picture can attract students to say something about what they see.

This is in connection with Pratiwi & Ayu's statement that with this strategy, the writer found the differences in students when they describing something with the picture. They can speak confidently in front of the class and they try to say something because they think about the picture (Pratiwi and Ayu, 2020). So, the researcher agrees with that statement because it is true that describing picture strategy can make student freely to speak something when describing the picture and can increase their confidence. But it

also has contrarery with other statement that in these strategy students could not use their grammar well.

Because they speak constantly when seeing the picture, they are not aware of the grammar. But as a teacher should try hard to encourage the students to reach the purpose of English learning, especially in speaking (Pratiwi and Ayu, 2020). It is true that the role of teacher is important here to supervise and guide students about mistakes made by students when the teaching and learning process takes place. The next strategy used by the teacher in teaching speaking is story telling.

Using storytelling technique in teaching speaking can help students' increase their speaking ability, increase their imagination when they are telling the story. This is in accordance with Maylia's statement that applying storytelling gave many advantages, such as train students' imagination, develop students' speaking skill, student train to concentrate on the English language.

The students will also train their memories in English language, example they will learn how to pronounce words correctly (Maylia, 2021). The researcher agrees with this statement because story telling strategy can train students to be imaginative, develop students' speaking ability, and train the ability to students concentrate in the English language. The last strategy that the researcher found is role play.

This strategy makes the students to speak naturally, and develops the students' creativity. Moreover, this strategy also makes the classroom activitiy more fun and student can increase their speaking ability. This is in line with Jannah, Salija, & Basri's statement that having role play in the classroom enables students to have better speaking skill because they had opportunities to practice their English.

It can attract students' interest and motivation to actively participate in English classroom because it provided fun and enjoyable activities in role play technique, used some situation relating to their surroundings (Jannah, R., Salija, K., & Basri, M, 2020). The researcher agrees with this statement because role play can make classroom activity more interesting and make students enjoy in class.

Moreover, they can increase their speaking skill because they had opportunities to practice their English with role play. Based on the research results that have been found, there were some previous studies related to research findings. The first was Mulyanti & Nadrun (2021) with the finding's results that the teacher used four teacher strategies: role play, interview, describing pictures, and storytelling.

The results of this study are related to this study, namely that teachers also use interview, role play, describing pictures, and story telling strategies in teaching speaking. The next previous study was from Razi, Muslim, and Fitrisia (2021) with the result that there were five strategies used by teachers in teaching speaking skills: role play, drilling, games, picture describing, and storytelling.

These results are related because in the results of this study there are several strategies that are also used by teachers in teaching speaking, such as role play, picture describing, and story telling. The third is the previous study from Ganna (2018), in his research, the strategies used by the teacher were discussion, simulation, and communication games.

There is a connection with the results of this study, the teachers also used discussion strategies in teaching speaking.

CHAPTER V CONCLUSION AND SUGGESTION After doing the research and analyzing the data,the researcher drew conclusion and suggestion. Thus, this chapter presents: a) conclusion, b) implication, and c) suggestion of the research.

CONCLUSION From the results of research that has been conducted on teacher strategy in speaking classes of intensive two-week classes at the Language Center, the following are conclusions derived from findings and discussions of this research. It can be concluded that the teacher's strategies in speaking class of an intensive two-week program were divided into first week and second week, complete with teaching preparation and assessment. In the first week, there were two strategies used by the teacher in teaching speaking, namely interviews and discussion.

In the second week, the strategies used by the teacher are playing cards, interviews, discussions, picture describing, storytelling, and role playing. In the two-week intensive program in the speaking class, the strategy most often used by teachers is to use strategic interviews. In this program, teachers use strategic interviews on the topics of introduction, time and daily activity, family tree, and future plans.

IMPLICATION Implication can be both theoretical and practical. The theoretical implication is the impact on the theory chosen in the research. Then practical implication is the direct impact of the findings on related practice. Theoretical Implication Based on the research findings, it has implications for the theory used by researcher from Kayi (2006).

The researcher developed a theory about teacher's strategies in teaching speaking class. The findings of this research found that in teaching strategies, the teacher applied some of teaching strategies mentioned by Kayi's theory. So it can be said that these findings are in accordance with the theory.

Therefore, teaching strategies help teacher to develop teaching materials so it can be suitable with the students' ability. Practical Implication From the findings of the research, it turns out that teachers have various kinds of teaching strategies that can help and facilitate students with different characters in learning to speak English.

The researcher could learn about teaching strategies that can be applied in teaching speaking and know how to apply those strategies. SUGGESTION From the conclusion stated above, I would like to give some suggestions for the English teachers, students, and next researchers For English Teacher Suggestions from researchers for teachers, as teaching speaking was not easy, teachers were faced with many obstacles during the teaching learning process.

Furthermore, teachers' should be careful while choosing appropriate teaching strategies. The teacher should order students to have more practice and drilling of vocabulary, grammar, and also pronunciation. Then, if the teacher wants to apply the strategies of role playing, story telling, and playing cards, they should find more time, because these strategies require more time for students to practice with these strategies.

For Students During the learning process, students should pay more attention to every direction given by the teacher. For the Next Researchers Suggestion for other researchers, in the intensive two-week program, apart from speaking class, there are also listening, reading, and pronunciation classes. Besides, further research may potray the teacher's strategies in listening, reading, and pronunciation classes.

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