

The Impact of Implemented Teaching Strategies on the English Learners' Performance at KIP, Kediri.

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ABSTRACT. Teaching strategy is one of the fundamental elements influencing the teaching and learning process. In English learning atmosphere, the implementation of the appropriate teaching strategies is one of the major purposes to enhance the students' English learning performance. This research aimed at finding out the impact of the implemented teaching strategies on the English learners' performance in Kampung Inggris Pare (KIP), Kediri, Indonesia. KIP Kediri, Indonesia is one of the reputable places for learning English in Indonesia as it can be a sample course place to obtain a model for effective learning environment for English learning. This research utilized qualitative method using basic interpretative study. It was held at INTERPEACE English Course, KIP, Kediri. The subjects of the research were two teachers who taught vocabulary and pronunciation. The instruments employed were observation, interview, and documentation of the process of language teaching in vocabulary and pronunciation classes. The data were descriptively analyzed by drawing on three steps of Thematic Content Analysis (TCA) which involved Pre-analysis, Exploration and Treatment and Interpretation. From the findings, it could be revealed that that the implemented teaching strategies by ELT Teachers in KIP, Kediri impacted on the three aspects of learner's performance including their learning performance, confidence, and learning spirit or motivation. In terms of learning performance, the learners considered that the whole implemented teaching strategies (dominated by student-centered learning) significantly influenced their oral skill performance both in vocabulary acquisition and phonetic recognition. Then, only two of the implemented strategies from each vocabulary and pronunciation instruction can increase the students' level of confidence in learning in the classroom and all of the strategies were dominated by student-centered learning approach. Lastly, the students' learning motivation increased with the implementation of teaching strategies in vocabulary class employing student-centered learning approach while the pronunciation class was only dominated by two teacher-centered strategies.

Keywords: Teaching strategies, vocabulary acquisition, pronunciation, phonetic recognition, teacher and student-centered approach.

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I. INTRODUCTION

Proper English oral communication is an integral part of the four language skills; listening, speaking, reading and writing (Butler & Iino, 2005; Chacon, 2005). Among those critical skills above, speaking is claimed to be the skill which is underestimated (Bygate, 1997). It is a productive skill and an essential component in learning any languages. The information and ideas can be communicated, the opinion and feeling can be expressed, and the experiences can be shared, the negotiation can be done and social relationship can be maintained by people by communicating with others through speaking (Ellis, 2003; Darius, 2012; Nation, 2013). Nevertheless, some problems occur in the classroom oral activities which indicates the Indonesian students' typical speaking skill (Fauzi, 2016).

The first issue concerns the students' limited vocabularies and poor English grammatical competence as well as poor pronunciation skill to improve the students' English-speaking skill. The second issue deals with the students' low self-confidence in practicing their speaking skill. The subsequent issue is related to the inadequate qualified teachers in teaching English speaking. The last one is regarding the minimum school/institutional facilities which can foster the students' learning activities such as computer, the software for English learning and other electronic tools which can help develop the students' language improvement especially in speaking skill in Indonesian ELT context. Nevertheless, Zulfikar (2009) claimed that the most obvious problem which accounts for students' low performance is the teacher's minimum qualification in their teaching competence. It is shown by the teacher's incomprehensive process in selecting the instructional

strategies which promotes comfortable and interesting atmosphere for students corresponding to the student-centered learning.

In Indonesian ELT setting, many teachers have strived for creating the interesting class by implementing a wide range of teaching strategies and course books to attract the students' attention to learn English speaking skill. The researchers were aware of the importance of creativity in designing and developing the appropriate communicative activities which encourage the students to enhance their oral competence. The creativity in this context involves the teachers' competence in creating the suitable teaching strategies which can increase the students' learning performance, confidence, and learning spirit which corresponds to the students' needs.

One of the alternative places for learning English in Indonesia is at KIP Kediri. It is located at Anyelir, Brawijaya, Kemuning street in small village Tulungrejo and Singgahan, Pare, Kediri, East Java. KIP Kediri itself was established in 1977 by Mr. Kallen with his institution initially known as "Basic English Course (BEC)". There were more than 100 English courses in KIP, Kediri in 2018 that students or parents could choose. Some of them were BEC, Interpiece, EECC, HECI, Elfast, Daffodils, Mahesa, Kresna, Global English, Marvelous, Peace and Mr. Bob, etc. One of the leading course places is INTERPEACE.

Furthermore, the teaching strategies at Kampung Inggris Pare (KIP) Kediri is more distinctive, creative and diverse in every single classroom activity. In KIP Kediri, the strategies in teaching English especially in speaking skill could foster the students' English competence which constitutes an instructional goal of every English school (Ardiansah, 2014; Afif, Sutiksno, Hardiyanto, & Shiratina, 2015). Therefore, the researcher was interested to investigate the teaching strategies implemented by the teachers in teaching speaking at KIP, Kediri. Specifically, this study mainly aimed at exploring the significant impact of teaching strategies applied by the English-speaking teachers of INTERPIECE on their students' achievement. The findings from this study can become a reference for English teachers in Indonesia and specially from Makassar, South Sulawesi, in order to apply effective strategies in teaching English.

II. METHODS

This study was carried out by employing a qualitative method. In this study, the researchers employed a qualitative study by drawing on a case study. Qualitative research is the collective, analytic, and interpretative process of comprehensive narrative and visual data to obtain insights in a certain phenomenon of interest (Gay, 2006; Miles & Huberman, 1994, p. 399). Case study is a systematic methodology employing the discovery of theory through the data analysis.

The subjects of this research were two English teachers who teach English for beginner class. One of them teaches vocabulary and another one teaches pronunciation in speaking class. Before deciding the subjects, the researcher had conducted a preliminary study by interviewing three students of INTERPEACE English School at Kampung Inggris Pare, Kediri, (KIP, Kediri) East Java to find out what the impacts of teaching strategies implemented in speaking class on the students' learning performance.

The data were collected through the students' interview in the classroom while getting involved to participate in the classroom process. The class was observed for 90 minutes for each meeting the notes were taken during the observations. Interview was also conducted with the two teachers. The interview was intended to obtain the data to support the data that had been collected, or to obtain the data which cannot be obtained through observation itself.

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

III. THE RESULTS

Based on the data analyzed through TCA, the researcher presented the descriptions of the impacts of teaching strategies which have been implemented in speaking class in INTERPEACE English Course Place, one of the leading course places in speaking class at KIP, Kediri. Briefly, the researcher summarized the findings regarding the impacts of the implemented teacher's strategies in three aspects of the students' performance both on their vocabulary acquisition and phonetic recognition. They included the students' learning performance (in speaking skill), self-confidence and learning motivation or spirit.

a. Students' learning performance

Table 1a. Impact of Implemented TS on Students' Vocabulary Acquisition – Students' learning Performance.

No	Techniques	Impact on students' learning Performance.	Sources	Day/Date
1.	Rote Learning	Enabling the students to acquire vocabularies accurately.	Intv.	Sun., 27 May 2018
2.	Flash Card Exchange	Fostering the students' ability to identify the vocabs which give impact on their retention on new words.	Intv.	Sun., 27 May 2018
3.	Drawing Games	Increasing the students' chance to use vocabs for speaking by enabling them to comment on every picture drawn and ask questions about the details.	Intv.	Sun., 27 May 2018
4.	Guessing & Miming Games	Helping students speak more natural and convey meaning by using gesture or body language.	Intv.	Sun., 27 May 2018
5.	Topical Discussion	Increasing the students' opportunity to speak a bit more complex (express ideas in speaking activities or discussion), enhancing students' cooperative and social skill, etc.	Intv.	Sun., 27 May 2018

As can be seen from the table above, the effective teaching strategies above make the students' learning outcomes to be more achievable. The techniques derived from the strategies above reveal that the strategies should provide the students with more learning opportunities. For example: the strategies for vocabulary enrichment above foster the students' vocabulary acquisition, improve the students' retention on new vocabularies, help students apply the language and communicate meaning more naturally with body language and increase the students' opportunities to speak in more complex way, enhance the students' cooperativeness and social skill.

Table 1b. Impact of Implemented TS on Students' Phonetic Recognition – Students' Performance.

No	Techniques	Impact on students' learning Performance.	Sources	Day/Date
1.	Tongue twister	Increasing students' pronunciation ability (esp. problematic minimal sound differences) if combined with other activities.	Intv.	Sun., 27 May 2018
2.	Sammy Diagram	Produce a native-like or understandable accents.	Intv.	
3.	Picture Dictation	Achieve a clear and understandable pronunciation.	Intv.	
4.	Word Chains & Spelling race.	Enabling students spelling the words correctly and fluently.	Intv.	
5.	Choral drill	Encourage students for practicing new words or phrases which are useful for future communicative activity.	Intv.	

From the table above, the teaching strategies above render the students' learning outcomes to be more achievable. The techniques derived from the strategies above reveal that the strategies must provide the students with both repetition or drills and games to make the students' pronunciation ability more improved in their speaking performance. For example: the strategies for pronunciation enhancement above increase the students' phonetic recognition, help the students achieve a more understandable or native-like accent and a clear pronunciation, enable the students to spell the words correctly and fluently and allow the students for practicing new words for the future communicative goals.

b. Students' Self-Confidence

Table 2a. Impact of Implemented TS on Students' Vocabulary Learning – Students' Self-Confidence.

No.	Techniques	Features	Sources	Day/Date
1.	Hot Seat (Guessing games)	Helps students speak more natural, using body language.	Intv.	Sun., 27 May 2018
2.	Miming Games	It attracts the learners to convey meaning through gesture and the other guess (speaking).	Intv.	Sun., 27 May 2018
3.	Topical Discussion	Make students have opportunity to learn to speak (express ideas in speaking activities or	Intv.	Sun., 27 May 2018

discussion), enhance students' cooperative and social skill.

From the table presented above, in guessing and miming game, the students' increased confidence was indicated by the students' feeling of being helped and attracted by the strategies to speak more naturally and communicate meaning through gestures and guesses more freely. Furthermore, in topical discussion – the students' increased confidence could be seen from their statement that they have opportunity to express their ideas freely in discussion which contributes to increase their cooperative and social skill. From the above table, it can be seen that the learning opportunities are supposed to be given to increase the students' confidence in vocabulary learning.

Table 2b. Impact of Implemented TS on Students' Pronunciation learning – Students' Self-Confidence.

No.	Techniques	Features	Sources	Day/Date
1.	Sammy diagram.	Increased confidence. The academic goal for this activity is that the learners' success in this activity definitely can lead to increases in confidence, and interest in learning without a lot emphasis in speaking but only on pronunciation.	Intv.	Sun., 27 May 2018
2.	Picture Dictation.	Increase students' confidence. Students feel as a part of the learning process by bringing material like books, songs, from local newspapers to class; Their strengths and weaknesses are addressed more consistently and without the competition of other students. So, the students feel no burden and then become confident for the learning process.	Intv.	Sun., 27 May 2018

Based on the table 2b above, in pronunciation instruction, – the three students, again, similarly think that the teaching strategies such as Sammy diagram and picture dictation increase the students' level of confidence by providing the students with learning atmosphere which emphasizes on pronunciation learning in speaking skill as well as creating no full-of-competition and burdensome learning condition. The more creative and more free the activity, the more students feel confident in the learning process as they are not burdensome.

c. Students' Motivation or Spirit.

Table 3a. Impact of Implemented TS on Students' Vocabulary learning – Students' Motivation or Spirit.

No.	Techniques	Features	Sources	Day/Date
1.	Rote learning	Students are a bit motivated because it is effective for memorizing words though time-consuming.	Intv.	Sun., 27 May 2018
2.	Flash Card Exchange.	Even the weaker participants are eager to join, as the meaning of included vocabulary is clarified by pictures	Intv.	Sun., 27 May 2018
3.	Drawing Games	Students love and enjoy more practicing the language (vocabs) in individual or pair-work.	Intv.	Sun., 27 May 2018
4.	Hot Seat (Guessing games).	Students get motivated to speak out even in simple sentences.	Intv.	Sun., 27 May 2018
5.	Miming Games	With the interest in the game, the stds. get more motivated to develop their speaking skill.	Intv.	Sun., 27 May 2018
6.	Topical Discussion	They are apparently motivated to participate in discussion.	Intv.	Sun., 27 May 2018

The table 3a above represents that the teaching techniques derived from the strategies above disclosed that the strategies provided the students with love, enjoyment, interest and motivational values which enhanced their learning process in the classroom especially in learning vocabularies. For example, the strategies for enhancing the students' learning motivation were the strategies which can encourage them for memorizing words, identifying new vocabularies easily, increasing their understanding on vocabularies, practicing their

speaking on simple sentences, developing their vocabularies in speaking, starting to express their simple opinions in discussion.

Table 3b. The Impact of Implemented TS on Students' Pronunciation Learning – Students' Motivation or Spirit.

No.	Techniques	Features	Sources	Day/Date
1.	Tongue Twister	Students find it interesting to learn pronunciation of difficult words in tongue twister although it's a bit challenging, gain students' attention.	Intv.	Sun., 27 May 2018
2.	Sammy Diagram	Interest in learning or motivation to study the speech production actively.	Intv.	Sun., 27 May 2018
3.	Picture Dictation	Stimulating students to learn basic pronunciation spiritfully.	Intv.	Sun., 27 May 2018
4.	Word Chain	Students become more spiritful in joining the game and more active in the classroom.	Intv. Obs.	Sun., 27 May 2018
5.	Choral drill	The technique is motivating students to improve their pronunciation learning.	Intv.	Sun., 27 May 2018
6.	Spelling Race	Students become more spiritful in joining the race.	Intv.	Sun., 27 May 2018

Based on the table 3b presented above, the pronunciation teaching techniques derived from the strategies above uncovered that the strategies should interest, stimulate and make the students spiritful in joining and participating in the classroom learning process especially in learning the pronunciation. For example : the strategies for increasing the students' learning motivation in pronunciation skill should motivate the students to learn pronunciation of words with full of attention although the activity is challenging, interest students to study pronunciation actively, stimulate the students to learn basic pronunciation spiritfully and join the game more actively, and to encourage the students to participate in the spelling race with full of spirit.

IV. DISCUSSION

One of the determining factors giving impact on the students' success in language acquisition process is affected by the implementation of proper teaching strategies. So is speaking skill. It is influenced by the good teaching strategies. From the three interviewee students, the impact of the teaching strategy implementation lies in the increase of students' learning performance (esp. in speaking skill), confidence and spirit or motivation to study. English.

The first impact could be seen in terms of students' performance in speaking class, in vocabulary instruction, memory and cognitive strategy that were claimed by S1 and S2 to be able to help them acquired and developed their vocabulary mastery in initial phase of their communication process with memory strategy (rote learning) and cognitive strategies (flash card exchange and drawing game). In line with this, Sinhaneti and Kyaw (2012) conducted a study on the role of rote learning in vocabulary learning strategies but in more explorative way. They found out that continuous application of rote learning in Burmese students not only applicable for initial stages in English vocabulary learning but also can be used for the main collaborative strategy in students' vocabulary learning process in English speaking skill.

In addition, S3 claimed that social strategy in the form of topical discussion provided him with the opportunity to learn speaking or expressed his ideas in discussion and enhanced the students' cooperative and social skill. In similar vein, Argawati (2014) confirmed the benefits of employing group discussion in learning to speak in foreign language. She claimed that this strategy helped students develop their speaking skill as it gave students opportunity to speak English among themselves and practice each other with their friends. Not only that, learning in group can also increase their vocabulary mastery.

Furthermore, in compensation strategy - the students were encouraged to speak more natural using their body language in guessing and miming game, the students felt attracted to communicate meaning through gesture with guess (by speaking). In line with the above findings, Anggreyni (2014) and Christanson(2016) conducted the study regarding guessing game and miming game. Anggreyni (2014) found that applying this technique in the classroom contributed to the students' opportunity for speaking both in group and in front of the classroom as well as increase for students' peer interaction and she concluded that using guessing game technique had overall improved students' speaking skill. In addition to this, the study conducted by Christanson using "mime" as an impressive pedagogical tool suggested that this technique could be very well applied in the learning process. However, the utilization of the gestures, body language and speech could enhance the

students' understanding but to make them understand and make the game delivered more effectively, the music plays the vital role in it.

Subsequently, in pronunciation teaching – drilling technique which dominated the strategies implementation (tongue twister, Sammy diagram and choral drill) served as the trigger to increase the pronunciation ability in speaking, model comprehensible accents, encourage students for practicing new words or vocabs for the future communicative activities. In line with the above results, Rohman (2016) suggested that employing “Tongue Twister” technique in teaching pronunciation in speaking skill was proven to be applicable to improve the EFL students' pronunciation ability. However, it was a bit contrast to the purpose of sammy diagram applied above. Avery & Ehrlich (2011) argued that implementing the “Sammy Diagram” for teaching pronunciation was crucial to have the students understand how the speech sounds are produced not merely for modelling the understandable accents. Apart from two above methods, according to study conducted by Yuwanda (2016), he found that integrating Choral Drill technique could encourage students to improve language learning even more comprehensive than the finding in this research. The “choral drill” technique to teach beginner students such as those in senior high school students when designed interactively can make the students develop their pronunciation ability in speaking skill.

Moreover, picture dictation as the form of cognitive strategy aimed at clarifying the samples of pronunciation although it is not in the form of drilling technique. However, there was no exact articles which supported this kind of research topic. As for, the application of dictation in general was mostly proven to increase the students' pronunciation ability in speaking skill (Blanche, 2009).

The second impact could be seen in terms of students' self-confidence, in vocabulary instruction, only the compensation strategy (guessing game and miming games) and social strategy (topical discussion) were considered to contribute to the increase of students' self-confidence.

The result of study in guessing game stated that the students were made confident to speak English when they felt satisfaction and could guess the mysterious objects the other people were hiding. It was a bit different with the assertion above, Lee in Aggrey (2014) stated that the learning atmosphere in “guessing game” left students no worries and tension that students become self-assured or convinced to learn oral communication skill. Subsequently, in miming game, the students were claimed to feel confident when they can express the meaning and become active in expressing ideas in the game. However, it was contrast to the study proposed by Christanson (2016) that miming game was able to make the students feel confident when integrated to music and not just heavily rely on gestures and body language. From the two techniques above, it can be concluded that students are claimed to feel increasingly confident when they can practice speaking with their friends and speak out more words without any worries.

In pronunciation teaching, the students were claimed to have their self-confidence increased when Sammy diagram, picture dictation and choral drill are applied. Sammy diagram was claimed to contribute to the increase of students' self-confidence when they could speak and produce the accurate English sounds. In line with the above goal, Kumazawa (2013) also conducted study by using “Sammy Diagram” to teach pronunciation. The result showed a bit different result that the purpose of applying this technique in this research was raising the students' consciousness of the mouth positions when English sounds were produced. Then, Kasmi & Rahman (2017) proved that using picture dictation could increase the students' pronunciation aspect in speaking skill but it didn't mention the impact on the increase of students' self-confidence. In this study, choral drill was also used and considered to be able to increase students' self-assurance since it could be delivered in the classroom interactively. A bit different to the above result, the implementation of choral drill was considered by Yuwanda (2016) that this kind of drilling technique help learners memorise language under the teacher's control and teacher could correct any mistakes that students encouraged them to concrete on difficulties at the sometime so it made students confident gradually.

The third impact can be seen in terms of students' spirit or motivation. In general, the whole teaching strategies were considered by the students as motivating and encouraging. The only difference was the form of motivation and encouragement which contributed to the students' learning success. In vocabulary instruction, rote learning as a derivation of memorization strategies was considered as time-consuming but effective to consolidate the students' learning retention towards new vocabularies. In line with the above result, Sinhaneti & Kyaw (2012) argued that the implementation of rote learning in VLSs (Vocabulary Learning Strategies) Burmese students would still continue to be applied in vocabulary learning based on the five potential factors of content analysis and one of them include internal factors such as motivation.

Furthermore, in cognitive strategy -the technique such as flash card exchange and drawing games were considered as the effective strategies to boost the students' motivation in learning English. It was proven by the strong determination of the weaker participants to participate in the classroom as the meaning of included vocabulary is clarified by the pictures. Wright and Wright in Joklová (2009) described the benefits of using picture game and drawing game in ELT part in “game”, the students were claimed to feel confident when they can express the meanings and become an active in expressing communicating ideas or concepts. Then, students

are claimed to feel increasingly encouraging when they can practice speaking with their friends and speak out more words without any worries.

Due to the teaching strategy implementation, the students were claimed to be motivated when flash card, guessing game and miming game, picture dictation, and choral drill were applied. Sammy diagram was claimed to successfully increase motivation when students can speak and produce the accurate English sounds even being able to communicate with native-like pronunciation (Harmer, 1998; 2002).

V. CONCLUSIONS

This study explores the students' perceptions on the impacts of the implemented teaching strategies on the students' learning performance. Overall, the findings obviously show that the students positively perceive that the teaching strategies implemented in the classroom have significantly impacted on students' learning performance or achievement. The students have gained a lot of benefits and were very satisfied with the course as well as the teaching strategies applied there. It was noticeable that through the study, the student respondents came up with the ideas that the instructional strategies implemented in Interpeace KIP Kediri have affected their learning performance in terms of their learning performance (improved oral skill), increased self-confidence as well as the improved learning motivation or spirits. In fact, the students suggested the teachers to improve the aspects of the outdoor activities but not to extend the course duration till late at night. Overall, the students feel satisfied with their learning achievement in speaking skill in terms of vocabulary enrichment and pronunciation enhancement.

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