


Tutor’s Strategies in Speaking Class to TEYL in ‘Fun English Course’

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SUBMISSION TRACK	A B S T R A C T
Submitted : 7 July 2023 Accepted : 3 November 2023 Published : 25 November 2023	This research aimed to find out what kind of the strategies that tutor used in speaking class to TEYL and to know students’ attitude toward the implementation of the strategies. The researcher used mixed method by analyzing the data that has been collected from 3 research instruments, which were observation, interview, and questionnaire. This subject of the research consists of an English tutor and 6 students of the fifth grades in Fun English Course. The research findings revealed that the tutor used four types of strategies in the speaking class, as outlined by Thornbury (2005), those strategies are (1) Cooperative Activities, (2) Creative Task, (3) Role-play and Simulations, and (4) Drilling. Regarding the students’ attitudes towards the tutor’s implementation of these strategies, based on Wenden’s (1991) classification of attitudes into cognitive, affective, and behavioural components, the results of each component indicated a positive level in students’ attitude with an average score of 4.50. This suggests that the tutor’ strategies was successful in fostering a positive attitude among the students, which makes students feel comfortable when they are learning, improving their pronunciation and make them more confident to speaking English in front of the class, especially during speaking class sessions.
KEYWORDS	
Speaking Class Strategies, TEYL, Attitude	
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Introduction

Many people use language to communicate with other, English holds a prominent role among the world's languages when it comes to facilitating communication within the global community. Powers (2010) says that speaking serves as the fundamental form of communication, underscoring its significant role in the overall process of conveying information and ideas. In speaking English, students should learn this language to communicate the other people from the other countries. There many definitions of speaking, Harmer (2007) argues that Speaking involves the skill of fluent verbal communication and requires not only understanding language structures but also the capability to instantly process information and language.

To practice speaking, especially using the English language, it is necessary to have an educator as a bridge of knowledge and a partner to train and enhance English speaking skills. The tutor is one of the educators. The tutor is the who gives lesson (guiding) to someone or a small number of students in the lessons (Sugono, 2008). In other words, the tutor is an individual who provides guidance and instruction to either an individual or a small group of students during lessons. Tutors can be private instructors or those who offer supplementary teaching at home. They serve as mentors and motivators, encouraging students to engage with their learning materials independently.

Some of them are the tutor and strategies in teaching. Therefore, the role of a tutor holds significant importance in this context as they possess the potential to transform and impact their students by virtue of their position. One crucial aspect involves the ability of the teacher to determine the specific requirements of their students, such as selecting suitable teaching strategies. As described by Killian (2015) in *The Australia Society for Evidence-Based Teaching*, the enhancement of students' speaking skills necessitates the

implementation of various effective instructional approaches within the classroom. Maryanti (2021) argues that teaching strategies refer to the methods employed by educators to promote better comprehension of information among students. This opinion support by Cole (2008) states that teachers play a crucial role in devising effective plans and strategies to meet students' educational requirements, with the ultimate aim of facilitating communication using the target language.

In essence, Education plays a crucial role in the overall development of a nation. It is imperative for individuals to possess the skills to compete effectively and stay informed about the advancements of their time. Consequently, individuals should make efforts to enhance their abilities in interacting with the wider society. Widodo (2018) argued in their journal that maintenance non-formal education can be held in formal education unit (school), with complementary and enhancing functions. It shows, English course is an English language Course institution which includes a form of non-formal education unit that is held for people who want to develop knowledge and skills in English.

According to Callahan, Clark, & Kellough (2002), teaching involves the process of assisting students in their learning. The term "young learners" encompasses a wide age range, typically spanning from approximately 3 years old to 12 years old. Nunan (2021) describes that young learners adopt a holistic approach to language, wherein they comprehend meaningful messages without yet possessing the ability to analyze language in a detailed manner. Young learners exhibit a greater propensity for efficiently acquiring and mastering sound systems compared to adults, who often face challenges in the learning process due to their age. Nonetheless, teaching speaking skills to young learners is not without its challenges. As a result, it is beneficial to commence instruction in speaking skills from an early age. In line with Brown (2000) stated that teaching at a young age yields improved outcomes and facilitates the development of enhanced English language skills. Slattery & Willis (2001) propose that teachers of young learners should demonstrate the steps of an activity before engaging the entire class in practice. Teaching English to young learners requires careful consideration of various factors, such as the teachers themselves, instructional methods, and available resources (Musthafa, 2010). Therefore, a method packaged in a strategy is needed to be used by tutors in delivering materials, particularly in the implementation of speaking for TEYL.

Based on the explanation above, to successfully achieve the objective of effective and efficient teaching and learning of speaking skills for young learners, it is crucial for tutors to select appropriate instructional strategies. This opinion is support by Friedrich, H. F., & Mandl (2008), learning strategies as a series of actions aimed at achieving learning goals. These strategies can range in complexity, advancement, and conscious utilization, serving the purpose of meeting learning objectives and addressing educational demands.

Research Method

Based on the aim of the research and the research question, the researcher uses the mixed method. The researcher used mixed method by analyzing the data that has been collected from 3 research instruments, which were observation, interview, and questionnaire. The first instrument is observation. Observation will be done by directly observing the strategies used by the tutor in learning speaking in the classroom. After observing, the researcher used the interview method to collect the data. The interviews were used to get information and to explore the participants' opinions more deeply. The researcher used a mobile phone as an instrument to record the data from the interviewer. The third instrument is closed-ended questionnaire. The Likert Scale was included in this

study's questionnaire. For each of the 10 statements on the checklist, there were five options given: Strongly Agree, Agree, Not Sure, Disagree, and Strongly Disagree. This subject of the research consists of an English tutor and 6 students of the fifth grades in Fun English Course.

Result and Discussion

In this research, researcher used observation, interview, and questionnaire to find out what kind of the strategies that tutor used in speaking class to TEYL, and also to find out the students' attitude toward the implementation of the strategies. The data of the research taken from the result of observation (observation sheet), interview process and questionnaire (statements of questionnaire) which had been done to an English tutor at English Fun Course.

1. Speaking Class Strategies by the Tutor

This research was conducted to find out what kind of the strategies that tutor used in speaking class to TEYL. The data was collected by classroom observation through an observation sheet, when the process teaching and learning. On other hand, the findings of observation had observed directly when the process of teaching and learning by taking notes. The classroom observation was conducted on 2nd of April and 2nd of May 2023 and with an English tutor. An English tutor gave the material about "Describing People" in class and fifth grade with only 6 students.

Table 1. Observation Teaching Speaking Class Strategies

Tutor Activities	Items of Strategies			
	CA	RP	CT	DR
The tutor provides teaching material on the topic of 'describing people,' which includes definitions, parts of body, and various types of human character.	✓	✓		
The tutor reads some vocabulary from the material that has been presented and then repeats it for the students.				✓
The tutor provides a way to make sentences that describe people so that they can be understood by the students.	✓		✓	
The tutor uses one male student as an example to be described by the tutor, and one female student to be described directly by the students.	✓	✓	✓	
The tutor makes a group and assigns the students the task of making 5 sentences to describe one of their family members.	✓	✓	✓	
The tutor instructs the students to describe their family members in front of the class.	✓	✓		✓
Before leaving, the tutor gives the students the opportunity to describe themselves and gives them extra points for their speaking class grade.	✓		✓	

1) Cooperative Activities

The first, the tutor started the class by providing some materials related to the theme of the class, which was "Describing People", such as definitions, parts of body vocabulary, and various human character traits. The second, the tutor gave an example by asking one male student to come forward and be described by the tutor, while one female student was to be described by her classmates. The third, the tutor divided the students into groups and gave them a task to create sentences that describe an animal in the first speaking class meeting and a family member in the second meeting The last, the tutor gave students the opportunity to earn additional points in the speaking class by

challenging them to describe the tutor's assistant directly for the five fastest students. This strategy was used to familiarize students with new vocabulary, especially in this particular topic, give freedom to the students to be as creative as possible and to encourage them to share their idea, and encourage students to speak in English little by little to being more confident in Speaking English

2) Role Play and Simulation

The tutor demonstrated several gestures or clues to indicate the meaning of the vocabulary that had been written on the board during the explanation. In addition, the tutor used one male student as an example to be described by the tutor and one female student to be described by the class. This strategy was used by the tutor to provide a real visualization example so that the material presented can be clearly understood.

3) Creative Task

The tutor gives exercises in the form of making five sentences to describe an animal and one family member. This strategy is used by the tutor to encourage students to express their creative ideas using the vocabulary they have learned in this material in the form of sentences.

4) Drill

The tutor reads the vocabulary that has been written on the board with the correct pronunciation and students repeat after the teacher until the pronunciation is correct.

2. Students' Attitude Toward the Implementation of Strategies by the Tutor

The first from **Affective aspect** questionnaire results indicate that out of the 2 from the 10 statements designed to assess students' attitudes towards the implementation of certain strategies, 10 responses were marked as "strongly agree", 8 as "agree" and 1 as "not sure". Overall, the results of the cognitive component of statements number 1-3 suggest the positive attitude toward implementation of the strategies with the average score is 4.50. The second from **Cognitive aspect** questionnaire results indicate that out of the 5 from the 10 statements designed to assess students' attitudes towards the implementation of certain strategies, 16 responses were marked as "strongly agree", 13 as "agree" and 1 as "not sure". Overall, the results of the cognitive component of statements number 4-8 suggest the positive attitude toward implementation of the strategies with the average score is 4.50, and the last from **Behavioral aspect** questionnaire results indicate behavioral component that out of the 2 from the 10 statements designed to assess students' attitudes towards the implementation of certain strategies, 7 responses were marked as "strongly agree", 4 as "agree" and 1 as "not sure". Overall, the results of the behavioral component of statements number 9 and 10 suggest the positive attitude toward implementation of the strategies with the average score is 4.50. In the last, from the all of conclusion above. The results indicate 3 statements of affective component, 5 statements of cognitive component and 2 statements of behavioral component designed to assess students' attitudes towards the implementation of certain strategies, 32 responses were marked as "strongly agree", 26 as "agree" and 2 as "not sure". Overall, the results of the affective, cognitive and behavioral component of statements number 1-10 suggest the **positive attitude** toward implementation of the strategies with the average score is **4.50**.

The discussion from the findings of this research indicates that the tutor at Fun English Course implemented four strategies: cooperative activities, creative tasks, role-play and simulations, and drilling, which aligns with theory of Thornbury (2005). There are no new strategies were discovered in this research at Fun English Course, which is consistent with the findings by Anjaniputra (2013) study on Teacher's Strategies in

Teaching Speaking to students at Secondary level. Anjaniputra's study aimed to illustrate the teacher's strategies in teaching speaking skills and the students' response to these strategies by involving an English teacher and a class. The results revealed that the teacher's strategies, which included cooperative activities, role-play, creative tasks, and drilling, were met with a positive attitude from the students and by Cahyati et al. (2019). study on Optimizing English Teaching and Learning process to Young Learners (A Case Study in Cimahi) Cahyati's study aimed to investigated TEYL process in Cimahi. It is intended to identify and analyze English teaching and learning process in Elementary and Kindergarten, teachers' perception towards TEYL, and student' responses toward English lesson. The study reported here made use of qualitative research design as its method, while the instruments were questionnaire, observations, and interview.

Conclusion

This research was conducted based on the objectives of research, namely to identify the strategies used by teachers in teaching speaking and to identify the students' attitude toward the implementation of the strategies used by tutor in speaking class at Fun English Course. Based on the result of description and analysis of the data of this research, there are two conclusions. The conclusions are; In the speaking class the tutor applied the same four strategies that were used in the fifth-grade classes at Fun English Course. These strategies included cooperative activities, creative task, role play and simulations and drilling, and for the student's attitude towards the implementation of the strategies by the tutor were at positive level which is indicated by an average rating of 4.50 from 6 students. This suggests that the tutor was effective in generating a positive attitude towards the implementation of the strategies by tutor. This indicates that the tutor was successful in positively influencing the students' attitude, as most of them felt comfortable while learning speaking English in the speaking class process.

Based on the conclusion above, the researcher would like to give several suggestions The first suggestion comes for English teacher. It is suggested to the English teacher at school should pay attention when work in pair or group make more fun or enjoy in the process of teaching and learning speaking by using some games and choose the appropriate one for learning material that give stimulate for students to more be active in speaking class. The second suggestion regarding to this research to increase the implementation of the strategies in speaking class for future research to delve deeper into the background of the study and the literature used in similar research, provide a more comprehensive understanding of teaching speaking skills, including other skills such as writing, listening, and reading. This paper serves as a foundation for further research, and the next researcher can build upon it to achieve even better results.

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