

## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the overview of this research, including the background of the research, the research framework, and previous studies.

#### **A. Background of the Research**

This study aims to identify the strategies used by tutor in teaching speaking skills at a private course, Mindsia Course, Cihapit, Bandung. Speaking is an essential skill in the English language that students need to master for both academic and non-academic purposes.

Speaking is one of the most essential skills in English language learning, especially for students who aim to use English communicatively in both academic and professional settings. Among the four core language skills: listening, speaking, reading, and writing. Speaking is often regarded as the most demanding because it involves real-time communication and interaction (Brown, 2001). In the Indonesian EFL context, speaking is also seen as a major challenge for learners due to limited opportunities for authentic practice, psychological barriers, and lack of exposure outside the classroom (Widiati & Cahyono, 2006).

Despite years of formal English education in schools, many Indonesian students still struggle with fluency, confidence, and accuracy in speaking English. According to Aisyah (2022), common problems include limited vocabulary, difficulty in structuring sentences, and anxiety when speaking. These speaking problems are influenced not only by internal factors such as low self-confidence and fear of making mistakes but also by external factors, including a lack of speaking practice and unengaging teaching methods. As a response, many parents enroll their children in private English courses, hoping that a more intensive and personalized environment will help improve their speaking skills (Crystal, 2003).

Private courses often offer a different teaching dynamic compared to formal schools. With smaller class sizes, flexible curriculum, and more direct interaction, tutor in these settings are expected to use a variety of strategies to meet learners' needs, particularly in teaching speaking. According to EF EPI (2023), Indonesia is still ranked relatively low in English proficiency compared to other Asian countries,

and many learners pursue private courses to compensate for the limited opportunities to practice communicative English in formal schools. This makes private courses a relevant and necessary context for investigating how tutors help learners overcome their speaking challenges.

There are previous studies relevant to the current research on English tutors' strategies in teaching speaking skills. Aisyah (2022) explored the challenges faced by Indonesian students in speaking English, highlighting linguistic barriers, psychological factors, and insufficient practice as significant obstacles. Similarly, Normawati et al. (2023) investigated the challenges that EFL learners encounter in speaking English, highlighting pronunciation difficulties and limited vocabulary as dominant obstacles. This highlights the need for research that not only recognizes students' difficulties but also investigates what tutors do to address these problems in real teaching contexts, particularly in Indonesia, where English is taught as a foreign language.

This research builds upon these previous studies and indicates a need for a comprehensive investigation into the specific strategies that English tutors utilize to enhance speaking skills among their students. By focusing on this aspect, the current research aims to fill this gap by providing a detailed analysis of effective teaching methods and approaches that can lead to improved speaking proficiency in English learners. This research will contribute to a deeper understanding of how tailored instructional strategies can address the unique challenges faced by Indonesian students in mastering spoken English. This research uses a case study approach to study the strategies used by the English language tutor and students' perspectives on the strategies used by tutors. It is hoped that the results of this study can assist tutors in choosing strategies to teach spoken English and significantly improve students' English speaking skills.

## **B. Research Questions**

A set of research questions has been formed from the issues mentioned earlier. Two questions are being addressed in this research:

- 1) What strategies are employed by the English tutor in teaching speaking at Mindsia Course?

- 2) What are students' perceptions of the strategies used by the English tutor in teaching speaking at Mindsia Course?

### **C. Research Purposes**

The objectives of this research are derived from the research questions above. The aims of this research are:

- 1) To explore strategies used by the English tutor in teaching speaking at Mindsia Course.
- 2) To explore students' perceptions of the English tutor's strategies in teaching speaking at Mindsia Course.

### **D. Research Significances**

This research is expected to provide theoretical and practical significance:

#### **1. Practical Significance**

This research is expected to benefit various stakeholders. For students, it aims to improve their speaking skills through practical and motivating learning strategies. For lecturers and English tutors, it serves as a reference for selecting suitable teaching methods to enhance students' speaking proficiency. Additionally, for future researchers, this study provides valuable insights into tutor's teaching strategies, helping develop more effective approaches to improving speaking skills.

#### **2. Theoretical Significance**

This research provides insights into the learning strategies used by English tutors to improve students' speaking skills. The findings highlight how effective teaching strategies can enhance speaking abilities and contribute to the field of education. Additionally, this study can serve as a reference for future researchers exploring effective and efficient teaching methods.

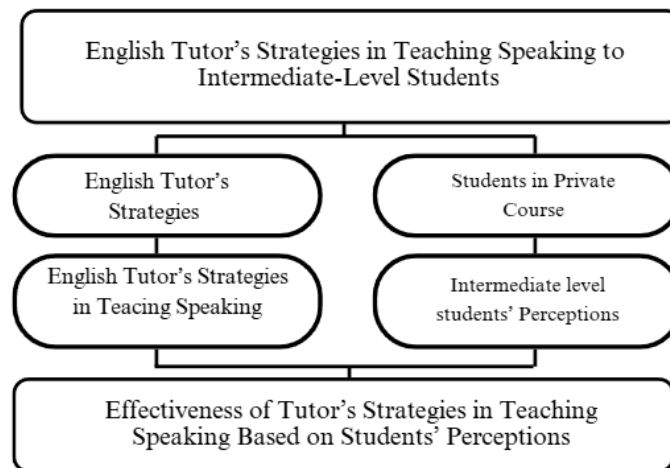
### **E. Research Scope**

The scope of this research is limited to a single private course, Mindsia Course, located in Jl. Kihur No.10, Cihapit, Kec. Bandung Wetan, Kota Bandung, Jawa Barat 40114. It focuses on an English tutor at Mindsia Course who have experience teaching speaking skills for 1 year with various strategies, as well as a group of students enrolled in intermediate-level speaking classes. The primary focus of the study is to examine the strategies employed by the tutor in teaching

speaking. Additionally, the study explores students' perceptions of these strategies in improving speaking skills.

#### F. Conceptual Framework

**Figure 1. 1 Schema of Research**



Speaking is the ability to communicate with other people. Therefore, speaking is a key for communication among people in daily life to change the information (Razi, 2021). It is a fundamental skill for language learners, as speaking often serves as the primary mode of communication. In daily interactions, individuals are expected to use English with accuracy, appropriateness, and fluency. Moreover, speaking is defined as the ability to express oneself in various situations, convey actions or events, and confidently coherently communicate a sequence of ideas.

According to Nunan (2003), as cited in Hakiki (2022:1), teaching speaking involves guiding learners to achieve several key objectives. These include: (1) developing the ability to produce English speech sounds and sound patterns, (2) constructing sentences while practicing intonation, stress, and rhythm in the second language, (3) selecting appropriate words and structures based on the social context, audience, situation, and topic, (4) organizing their thoughts in a coherent and logical order, (5) using language to convey meanings, opinions, and judgments effectively, and (6) speaking fluently with minimal unnatural pauses, demonstrating confidence

and ease. These objectives can be achieved through the implementation of various teaching strategies employed by the tutor.

According to Kumar (2023), teaching strategies are a generalized plan for a lesson that includes instructional objectives, structure and an outline of planned methods necessary to implement the strategies. A teaching strategy is a method or tool that teachers use to provide their teaching activities. Strategies such as cooperative activities, including role-playing, creative projects, and drills, are commonly used to teach speaking (Anjaniputra, 2013). Additionally, popular strategies in speaking include role play, simulations, presentations, storytelling, discussions and information gap activities to enhance their speaking skills (Harmer, 2007). Given the effectiveness of these strategies, informal education programs such as after-school English classes have emerged to provide additional opportunities for language learning.

Private English courses offer an efficient and flexible framework for language learning. According to Richards and Rodgers (2001), private or informal education programs often allow for greater adaptability in instructional methods, enabling tutors to tailor their strategies based on students' specific needs. Tutors in private courses tend to employ a variety of practical strategies aligned with learners' individual proficiency levels and learning preferences to improve their speaking skills. They aim to create a supportive and engaging learning environment, which is essential in language acquisition (Brown, 2007). For instance, tutors often facilitate group discussions and role-plays, allowing students to practice speaking in real-life contexts, thus promoting fluency and communicative competence.

Furthermore, teaching speaking strategies in private courses plays a crucial role in developing students' communication skills. Harmer (2007) emphasizes that the use of interactive speaking activities, such as role-plays, debates, discussions, and presentation, significantly increases learner engagement and speaking confidence. These strategies not only enhance fluency and accuracy but also empower learners to express their thoughts and ideas effectively. By incorporating meaningful communication tasks, tutors create a dynamic learning environment that encourages active participation (Thornbury, 2005). As students participate in

varied speaking exercises, they become more adept at navigating real-life conversations, adjusting their language according to different social contexts, and building rapport with others.

#### **G. Previous Studies**

To carry out the research, several references need to be obtained. These references are considered beneficial in facilitating the research process. In this study, similar sources will be used as references.

In a school context, Hakiki (2022) conducted a study focusing on identifying the strategies employed by teachers in teaching speaking through short dialogues to junior high school students. Utilizing a case study design with 23 student participants, data were collected through interviews, observations, and document analysis. The findings revealed that teachers used a variety of strategies, including brainstorming, discussions, question-and-answer sessions, role-playing, and simulations. The study also highlighted challenges such as students' limited vocabulary, difficulty understanding the objectives, and struggles in comprehending discussions.

The similarity between this research and the previous research is in terms of speaking teaching strategies. This research also uses qualitative research. The difference between the two is about the object of research. This previous research is a strategy for teaching speaking through short dialogs in a school context, but this research is a general speaking teaching strategy by tutors in private courses.

In the context of non-formal education, Lestari (2023) studied tutors' strategies for teaching speaking during the COVID-19 pandemic in a non-formal educational setting. Using a descriptive qualitative approach, data were collected through observations and interviews with a tutor teaching five students in Kudus. The study found that the tutor mainly used presentation and drilling techniques. Challenges included student shyness, fear of mistakes, low motivation, difficulty expressing opinions, and discipline issues. The research emphasized the need for more creative and innovative teaching approaches to address these challenges and improve speaking instruction.



The similarity between this research and the previous research is the strategy used by tutors in teaching English in non-formal education institutions. Both studies use a qualitative research approach to gain in-depth insights. However, the main difference lies in the timing of the research: the previous research was conducted during the COVID-19 pandemic, while this research was conducted in the post-pandemic context when educational practices have returned to normal. This time shift may affect the strategies and challenges faced by teachers.

In the context of non-formal education, Jumrawati (2024) examined teaching strategies to enhance English speaking skills at the EZPZ English Community. This qualitative case study, conducted over 7-8 months, involved two tutors and daily three-hour sessions. Using observations and interviews, the study identified four effective strategies: brainstorming, picture describing, game-based learning, and discussion. Challenges included learner anxiety, limited vocabulary and grammar, and lack of attention. The findings emphasize the importance of effective strategies and the complexities of developing communication skills in non-formal education.

The similarity between this research and the previous research is about the strategy of teaching English speaking by tutors. This research also uses qualitative research. The difference between the two is the object of research. This previous research is a tutor for beginner and basic level, while this research is for tutors and students for intermediate level.

In an overseas context, the study conducted by Ahmed & Pawar (2021) investigated the speaking teaching strategies applied by tutors in a private English language institute in Oman. The research employed a mixed-methods approach using classroom observation and semi-structured interviews with five tutors and twenty learners. The findings revealed that tutors predominantly used interactive strategies, such as pair work, role-plays, and guided speaking tasks, to improve learners' fluency and confidence. Moreover, the study highlighted the importance of creating a supportive learning atmosphere in small classes, which made private course settings particularly effective.

The similarity between this research and the current research lies in the focus on tutors' strategies in teaching speaking at a private course. The difference is in the research context: Ahmed & Pawar's (2021) study was conducted in Oman, while the current research is conducted in Indonesia at Mindsia Course.

In an overseas context, a qualitative case study by Khamkhien (2022) explored private English tutoring practices in Thailand, particularly within tutorial schools (shadow education). The study examined how tutors personalized instruction and fostered students' speaking participation. Through interviews with both tutors and students, the findings indicated that effective strategies included micro-scaffolding, confidence coaching, and short performative speaking tasks. These practices encouraged learners to actively participate and gradually overcome speaking anxiety.

The similarity between this study and the present research lies in the same private-course setting and the shared emphasis on tutors' practices to improve speaking skills. The difference is that Khamkhien's (2022) study highlighted the socio-educational implications of shadow education and analyzed tutors' and students' perspectives qualitatively, while the current research specifically focuses on tutors' strategies in teaching speaking and students' perceptions in one private course institution.

From the previous studies reviewed, it is evident that while many have explored speaking strategies, limited attention has been given to how a single English tutor in a private course context designs and applies these strategies in post-pandemic Indonesia