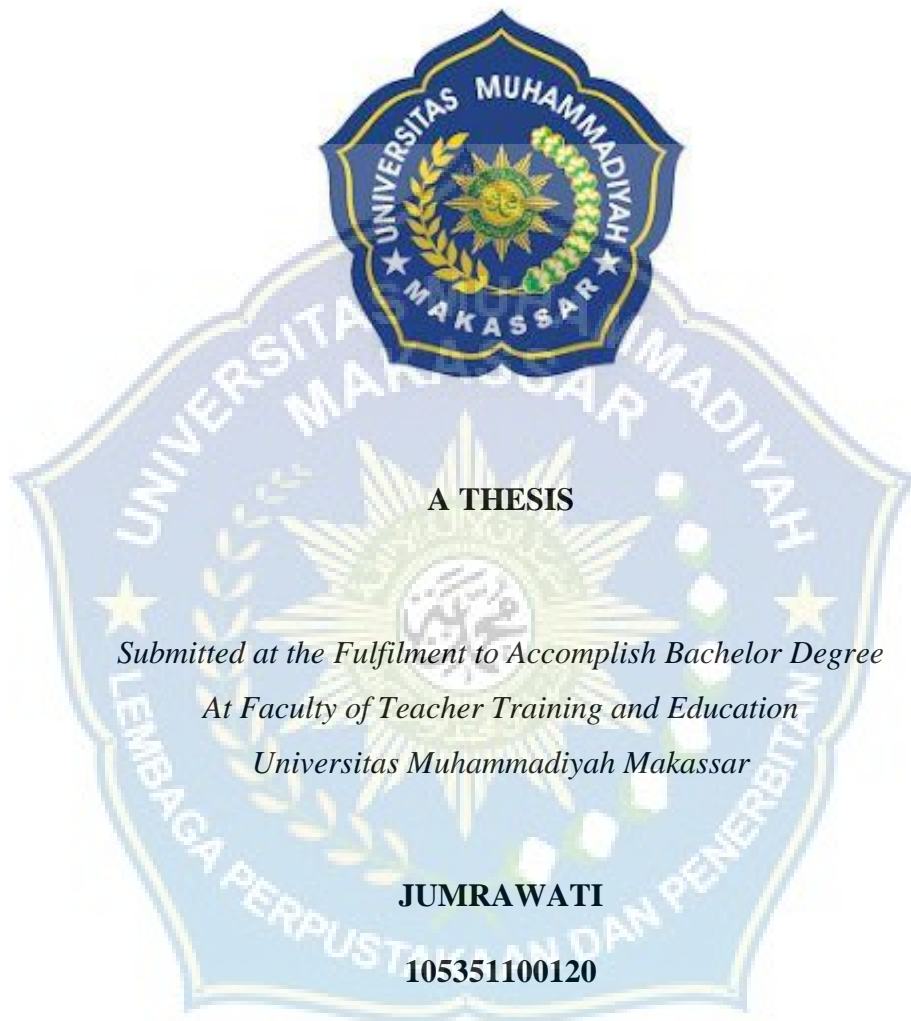


**ANALYZING THE TUTORS' TEACHING STRATEGIES IN
ENHANCING THE LEARNERS' ENGLISH SPEAKING SKILLS**

(Case Study at the English Language Community of EZPZ)



A THESIS

*Submitted at the Fulfilment to Accomplish Bachelor Degree
At Faculty of Teacher Training and Education
Universitas Muhammadiyah Makassar*

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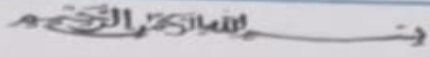
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2024



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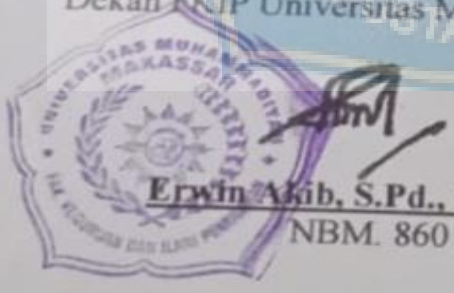
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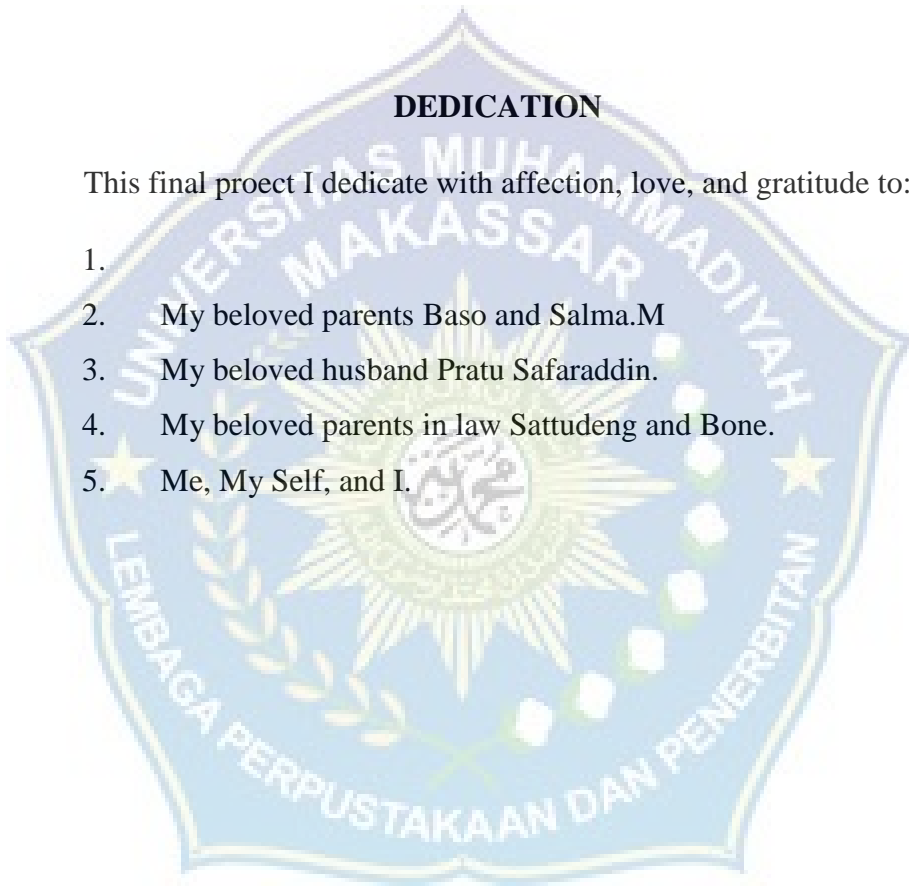
MOTTO AND DEDICATION

“Indeed, after the difficulty there is ease.” (QS.94:6)

DEDICATION

This final proect I dedicate with affection, love, and gratitude to:

- 1.
2. My beloved parents Baso and Salma.M
3. My beloved husband Pratu Safaraddin.
4. My beloved parents in law Sattudeng and Bone.
5. ★ Me, My Self, and I.



ABSTRACT

Jumrawati, 2024. Analyzing the Tutors' Teaching Strategies in Enhancing the Learners' English Speaking Skills (Case Study at the English Language Community of EZPZ). A Thesis of the English Language Education Study Program, Faculty of Teacher Training and Education, Universitas Muhammadiyah Makassar. Supervised by Eny Syatriana and Ardiana.

This research aimed to analyze (1) the teaching strategies used by tutors' in enhancing the learners' English speaking skills, (2) the challenges faced by tutors in implementing these strategies. A qualitative case study approach was adopted for this research. This research method was chosen to conduct an in-depth analysis of a case at EZPZ English Community where learners' English speaking skills enhanced at an accelerated pace. of one beginner class tutor and one basic class tutor at EZPZ English Community. The researcher employed data analysis techniques from Miles, et al., which involved data reduction, data display, and conclusion drawing. Data reduction included coding interview transcripts and detailed field notes observation to categorize teaching strategies. Data display involved creating narratives to describe the case under investigation. Lastly, conclusions were drawn based on the findings. Data was collected through field note observations, encompassing the introduction, main activities, and conclusion of classes, as well an-depth interviews. The findings revealed four teaching strategies used by the tutors to enhance the learners' speaking skills over a period of approximately 7-8 months with 3 hours of learning per day. These strategies were brainstorming, picture describing, game-based learning, and discussion. Additionally, the challenges were identified in implementing these strategies: learners' anxiety, learners' lack of vocabulary and grammar, and learners' lack of attention during learning.

Keywords: *Teaching Strategies, Speaking Skills, English Language Community.*

ABSTRAK

Jumrawati, 2024. Analyzing the Tutors' Teaching Strategies in Enhancing the Learners' English Speaking Skills (Case Study at the English Language Community of EZPZ). Skripsi Pendidikan Bahasa Inggris, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Muhammadiyah Makassar. Dibimbing oleh Eny Syatriana dan Ardiana

Tujuan penelitian ini adalah menganalisis (1) strategi pengajaran yang digunakan oleh tutor dalam meningkatkan kemampuan berbicara pembelajar, (2) Kendala yang dihadapi oleh tutor dalam penerapan strategi tersebut. Jenis penelitian yang digunakan oleh peneliti adalah kualitatif-studi kasus. Jenis penelitian ini digunakan untuk menganalisis lebih mendalam terkait kasus yang ada di EZPZ English Community tentang kemampuan berbahasa Inggris pembelajar meningkat lebih cepat dari biasanya. Subjek penelitian ini adalah dua orang tutor yang terdiri dari satu orang tutor kelas pemula dan satu orang tutor kelas dasar di EZPZ English Community. Peneliti menggunakan Teknik analisis data dari Miles., et.all, pertama adalah reduksi data, peneliti melakukan pengkodean dari hasil wawancara dan menuliskan hasil field note observation secara detail untuk mengklasifikasikan strategi pengajaran. Kedua, pengayajian data, membuat narasi dalam menyusun informasi untuk menggambarkan kasus yang diteliti. Last but not least menarik kesimpulan terkait hasil informasi yang diperoleh. Pada penelitian ini, pengumpulan data dilakukan menggunakan observasi catatan lapangan yang terdiri dari pembukaan, kegiatan inti, dan penutup serta wawancara mendalam. Hasil dari penelitian ini menunjukkan bahwa terdapat empat strategi yang digunakan tutor dalam meningkatkan speaking pembelajar selama kurang lebih 7-8 bulan dengan durasi belajar 3 jam per hari. Strategi tersebut adalah strategi brainstorming, strategi mendeskripsikan gambar, strategi pembelajaran berbasis permainan, dan strategi diskusi. Lebih lanjut, ada tiga masalah yang dihadapi tutor dalam menerapkan strategi ini, yaitu kecemasan peserta didik, kurangnya kosakata dan tata bahasa peserta didik, dan kurangnya perhatian peserta didik selama pembelajaran.

Kata Kunci: Strategi Pengajaran, Keterampilan Berbicara, Komunitas Bahasa Inggris.

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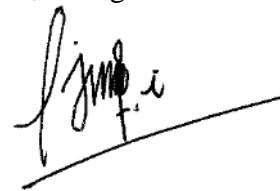
1. Dr. Ir. H. Abd Rakhim Nanda, S.T., M.T., IPU as the Rector of the Universitas Muhammadiyah Makassar.
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Makassar, 17 Agustus 2024



Jumrawati

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CHAPTER I

INTRODUCTION

A. Background

Mastery of international languages is something that needs to be developed at this time (Liyana & Kurniawan, 2019). Moreover, with the enhancing competitiveness of Human Resources in the era of globalization, it is appropriate for the nation's generation to become more advanced in mastering languages as an introduction to communication for good and correct interactions (Megawati, 2016). English is a communication tool for interacting on an international scale that connects society with the world and various aspects (Katemba, 2019). Having the ability to master English is an added value for someone to be able to compete and will make it easier to get job opportunities, scholarships, or social interactions internationally. At present time, the use of English has entered various sectors of social life, including education, business, work, politics, and tourism (Thariq et al., 2021). Therefore, it is necessary to get used to using English in everyday life to hone language skills, especially in terms of communication, as a first step in interacting in various aspects.

In learning English, there are four skills that must be learned and studied, that are reading, writing, listening and speaking (Laia & Zai, 2020). Of these four skills, speaking skills are the most important in (Saputri et al., 2023). By speaking, speakers can express emotions, opinions, and provide information more flexibly and accurately (Daler et al., 2022). In Indonesia, teaching English, especially speaking, has been taught from elementary school until

senior high school. Even at the tertiary level, they still study English, even though it is only in the first semester of college, bilingual classes, and study programs related to English (Megawati, 2016). This aims to help learners communicate well, especially in verbal communication so they do not experience difficulties in communicating with the person they are talking to (Daler et al., 2022). In this case, when learners' are involved in a communication situation, they will understand each other about what they are talking about. However, in reality teaching English speaking skills at the formal education level has not resulted in learners' achieving proficiency.

At the formal education level, there are still many learners who lack confidence in speaking (Ahmad, 2023). This is due to a lack of vocabulary, grammar, and pronunciation. In line with this, Sari et al (2023) believe that one of the factors of failure is caused by the Tutors' lack of strategies, which makes learners less motivated to learn in the classroom. As a result of not providing optimal stimulus for teaching strategies in the classroom, learners look for communities outside schools and campuses to hone their English language skills, especially speaking skills, as a complement to the learning they need (Khusna & Priyanti, 2023).

In Indonesia, learners can develop their speaking proficiency in many ways. One way is joining a language community. In the Central Indonesia region, specifically South Sulawesi, Makassar City, there is one of the communities that is currently booming. The name of the community is Elevating Zenith of Proficiency and Zest or what is usually called the EZPZ

English Community. One of the goals of this community is to enhance learners' speaking skills. There is intensive learning carried out by this community, that is the Constituents Course. The learners who joined to become constituents have gone through volume 1 recruitment. There are dozens of learners who have joined to learn English in this community to enhance their speaking skills.

The researcher has carried out preliminary observation directly at the EZPZ English Community from the beginning of recruitment until now. The researcher found that on average the learners are going to join the community were still not proficient in speaking or in other words they were still at the beginner and basic level. However, after joining and taking part in the Constituent Course, the learners' speaking enhanced. This is due to the strategy used by EZPZ English Community tutors to enhance learners' speaking skills. Septianti & Afiani (2020) argue that good teaching strategies can guarantee learners achieve their goals. Learners only need 7-8 months with a study duration of 3 hours per day to become enhance in speaking English. In fact, in the article (*English First*) it takes a minimum of 1 year with a study duration of 5 hours per day to enhance speaking. Therefore, based on this case, the researcher aims to find out/investigate and analyze the teaching strategies of EZPZ English Community tutors in enhancing learners' speaking skills. This research will take two samples from EZPZ tutors using the case study method.

B. Research Question

Based on the background given above, the researcher formulates the research question as follows;

1. What strategies do tutors' use to enhance the learners' English speaking skills at EZPZ English Community?
2. What are the challenges for tutors in implementing teaching strategies for learners at EZPZ English Community?

C. Research Objectives

Based on the research problem above, the objective of this research is to find out the strategies used by the tutors and the challenges of tutors in implementing strategies to enhance the learners' English speaking skills at EZPZ English Community.

D. Significance of The Research

This research expects to be useful information for many people in the learning process, and can provide:

1. For Teachers, it is expected that this research can become reflection and reference material for Tutors' in implementing teaching strategies in the learning process, especially speaking skills, so that later Tutors' can prepare everything and develop their teaching.

2. For the learners, it is expected that this research will provide benefits for learners' and become a reference in implementing suitable strategies in the process of learning speaking skills so that later their speaking can be enhanced.
3. For the next researcher, it is expected that this research can provide an overview of teaching strategies in enhancing the learners' speaking skills and the challenges for tutors in implementing teaching strategies for learners can also be used as a reference or source of information for future Researcher who want to study more about the tutors' teaching strategies in enhancing the learners' speaking skills.

E. Scope of the Research

This research focuses on analyzing the teaching strategies used by tutors and finding out how tutors implement their teaching strategies in enhancing learners' English speaking skills as well as the challenges faced in implementing them at the beginner and basic level in Elevating Zenith Proficiency and Zest (EZPZ) English Community.

CHAPTER II

LITERATURE REVIEW

A. Previous Related Finding

Research on Teaching Strategies in Enhancing the Learners' English Speaking Skill in English Community has been widely done before. The first, Laila et al (2023) investigated the challenges Tutors' face in teaching English speaking skills and the strategies used in facing these challenges to young learners' in Indonesia. The results of this research reveal that there are several problems that impact the teaching of English language skills to learners', such as learners' negative attitudes towards English language learning, low levels of learners' participation, Tutors' difficulties in classroom management and lack of support. learning environment. Then, the strategies applied in teaching to face these challenges are private (individual) teaching, translating words, repeating words or sentences, and playing games during the learning process. This strategy is used to increase learners' motivation and involvement in a more effective learning process to develop English speaking skills in young learners'.

The second is the study of Mahruf & Sari (2022), the purpose of this study is to investigate how teaching speaking is carried out and what strategies are used to make and help learners talk in a fun way. The focus of this research is to reveal the uniqueness of these strategies. The types of

research they use are ethnography with the method of observation, interviews, and documentary. The results show that the most commonly taught speaking strategy is the pronunciation class, grammar to speak, speaking academic, impromptu and public speaking.

The third, Octaberlina & Muslimin (2022) aimed to see the impact of improving learners' speaking skills in the Community Language Learning (CLL), English Club (E-Club) program. This research used a qualitative descriptive research method. The results show that there are several English-Club activities such as speeches, storytelling, group discussions, and reading aloud. These activities enhance learners' speaking skills such as grammatical accuracy, vocabulary mastery, pronunciation ability, fluency. This is due to the appropriate roles and pursuit strategies carried out by Tutors' and creates a positive learning environment.

The fourth, the research from Virawan et al (2021) concluded that the English Club uses debate, storytelling and speech strategies to enhance learners' speaking competence. In this case such as grammar, fluency, vocabulary, and pronunciation. The use of this strategy creates a pleasant learning atmosphere and environment which has an impact on learners' speaking abilities so that the results have a positive or good impact. this research aims to investigate English clubs in supporting learners' speaking performance.

Lastly, Prasetio (2020) claimed that the implementation of activities carried out by tutors in the English language community starting with

teaching activities, providing topics, carrying out fun activities provides positive results for learners' speaking. There were several problems that researcher found in speaking activities, such as learners being embarrassed to speak in public, afraid of making mistakes in conveying ideas, and the mother tongue they used was always carried over during speaking sessions. This research attempted to find the implementation of speaking activities used by tutors in the English community and the problems of speaking activities.

Based on previous research, it can be concluded that there are similarities between previous research and the research that researcher will examine, there are regarding the teaching strategies used by tutors/Tutors' in enhance learners' speaking skills in the English language community. Meanwhile, the difference is that previous research did not examine in more depth the strategies used by tutors in teaching English speaking skills. The focus of previous research was only to reveal the uniqueness of the strategies used, the impact of English club activities on speaking ability and the role of English clubs in speaking English. Apart from that, previous research mostly used descriptive qualitative research design. Whereas, this research, the researcher focuses on analyzing more deeply the strategies used by tutors and the challenges in implementing strategies in the English language community which focuses on the basic level using a case study research design.

B. Some Basic Concept

1. Concept of Speaking

a. Definition of Speaking

Speaking skills are the most important skills in language, especially in English language. Parmawati, (2018) argues that speaking is the highest target in English because speaking is the basis of communication which is a function in interaction. Speaking is a process of expressing emotions, ideas, opinions and providing information through speech (Hayu, et al., 2022). In line with this, Hornby (2015) says that speaking is the act of expressing ideas, feelings, goals and thoughts verbally. Speaking can be positioned as a media of transaction between speaker and listener in communication (Ulfa, 2018).

Then, Rao (2019) argues that speaking falls into the category of productive skills. Chilmy et al (2020) in the research of they wrote stated that speaking ability is a productive skill that results from producing a word or sentence that comes out of the mouth and the sound produced is able to understand the person you are talking to. Productive skills are a person's process of creating or designing language in order to convey or provide information or ideas both orally and in writing (Singh, 2016). In this case, productive skills are used to produce language to convey meaning.

Furthermore, Tarigan (1981:15) in Suciati (2021) states that speaking is a form of human behavior or behavior that utilizes several physical, psychological, neurological, semantic and linguistic factors intensively. Meanwhile Hilaliyah (2017) believes that speaking is a person's ability to utter articulatory sounds or words that are strung together into sentences

which aim to express, state, convey thoughts, ideas and feelings. Therefore, speaking skills are not just about expressing ideas but also conveying and presenting information to other people and are one way of presenting language, especially English orally, to be able to understand the person you are talking to by utilizing several factors, one of which is semantics and linguistics.

b. Aspect/Component of Speaking skill

According to Mustafa et al (2022), here are five aspects of speaking, namely vocabulary, grammar, pronunciation, fluency, comprehension.

1) Vocabulary

In general, vocabulary can be defined as knowledge of words and their meanings. Grammar is the arrangement of words in a phrase and sentence that conveys a certain meaning and conveys a certain situation (Goundar, 2019). Before mastering the four basic skills in English, one of which is speaking, you need sufficient vocabulary knowledge as a basis for communicating (Suhendar, 2016). This is considered important, because limited knowledge of vocabulary can hinder speakers in communicating or expressing their ideas. In line with this Taslim et al (2019) argues that mastery of vocabulary is the ability to grasp and employ words in a language, particularly verbally. The greater amount of vocabulary a speaker possesses, the simpler it is to communicate and obtain information.

2) Grammar

Erlangga et al (2019) states grammar is an essential component of a foreign language if learners want to produce well-formed sentences, particularly in English. Grammar has a vital role in affecting speaking skills. Good grammar enables people to speak effectively (Zam Zam et al., 2021). With good grammar, a person may use the correct words and sentences to communicate verbally with others, communicating the correct meaning so that the listener understands (Wendrajaya et al., 2017). In this case, if a speaker wishes to clarify the time of each situation or activity that he/she or she will discuss, understanding of grammar, such as tenses, is required. Grammar is also significant since it can be used to categorize spoken interactions (Ginzburg & Poesio, 2016). This demonstrates the importance of grammar in regulating all language skills, particularly speaking as a productive skill.

3) Pronunciation

Pronunciation is a sound produced by a speaker with good articulation which is useful for conveying words and sentences in communicating and conveying meaning to other people. (Ariyanti, 2022). Meanwhile, Mulatsih (2018) states that pronunciation is the

basis of spoken language, because pronunciation reflects how a language sounds. In this case, it is like the way a person pronounces a language, a language that is composed of words, phrases and sentences with appropriate sound products in order to create and convey meaning to other people. By having good pronunciation, learners or speakers can not only pronounce correctly and make others understand, but can also enhance their own understanding of English. Mastery of pronunciation is useful for listeners to understand and is also useful for speakers for their own understanding in English.

4) Fluency

Fluency is a person's ability to express a thought or idea in communication fluently in accordance with the structure of the language and without stuttering. In this case, language fluency means speaking easily, fairly quickly and without having to make many stops and pauses (*Fluency*, n.d.). According to Purnamawati et al (2015) Fluency is the ability to convey language at a continuous pace or fluency in speaking.

2. Teaching Strategies in Speaking

Lawton in Sarode (2018) states that “teaching strategy is a generalized plan for a lesson(s) which include structure desired learner behavior in terms of goals of instructions and an outline of planned tactics necessary to implement the strategy” The role of learning strategies is essential in

expediting the learning process so that more meaningful and can develop learners' skills (Roca, Reguant, & Canet, 2016). Teaching strategies are also closely related to the methods used by Tutors' in helping learners to learn, develop, and achieve goals that will be achieved in the future (Ramadhan, Abdul, & Yulianti, 2021).

According to Kayi (2012) and Assafari (2020) there are several strategies that can be used to teach speaking, that are brainstorming, role-play, storytelling, discussion, simulations, memorization, picture narrating, picture describing, and find the difference.

a. Brainstorming speaking

Octarina et al (2021) argue that one way that allows people to communicate is by brainstorming. Brainstorming is a teaching strategy that makes learners more active, critical and creative in generating ideas in speaking activities (Ramadhan et al., 2023). Applying this strategy makes it easier for learners to speak by making short summaries or making outlines of ideas which enable learners to develop their ideas into a series of sentences to be conveyed orally.

According to Octarina et al., (2021); Safitri et al., (2023); Widiyastuti & Liesnawati, (2023) There are several steps in implementing the brainstorming strategy, there are:

a. Opening

1. The tutors' introduces the topic clearly and interestingly.
2. The tutors' asks relevant and open-ended triggering questions.

3. The tutors' provides sufficient time for learners' to think about ideas that will be developed.

b. Main Activity

1. The tutors' records all learners' ideas on the whiteboard or flipchart.
2. The tutors' encourages learners' to exchange ideas (talk) and develop ideas together.
3. Tutors' ensure all learners' have the opportunity to participate.
4. Tutors' use to help learners' develop their ideas.

c. Closing

1. The tutors' and learners' draw conclusions from the discussion.
2. The tutors' provides positive feedback to learners' for their participation.
3. The tutors' connects learners' ideas with subsequent learning material.

b. Role Playing

Role playing is a strategy for teaching speaking by placing learners in pairs or groups to speak by playing their respective roles. By using this strategy in the teaching and learning process, especially teaching speaking, it can increase learners' knowledge in speaking such as increasing vocabulary, getting used to the pronunciation of words, phrases and language rhythm (Bhatti, 2021). Apart from that, the role

play strategy is very important to apply because it allows learners to practice communicating in different social contexts and roles and also allows learners to be creative and place themselves in other places and people, for a while (Abdullaeva et al., 2020). This strategy can be done by placing learners into groups or pairs and providing handouts that they can read and study. Then give learners time to practice, identify vocabulary, meaning, and pronunciation, and ask them to role play.

According to Rojas Encalada & Villafuerte, (2018) & (Neupane, 2019) There are several steps in implementing role playing strategy, there are:

a) Opening

1. Learners' are actively involved in discussions to prepare for role playing.
2. Learners' demonstrate their understanding of the role and situation.
3. Learners' use language that is appropriate to the context and their role.
4. Learners' speak fluently and are easy to understand.
5. Learners' give each other constructive feedback.

b) Main Activity

1. Learners' are actively involved in discussions to prepare for role playing.
2. Learners' demonstrate their understanding of the role and situation.
3. Learners' use language that is appropriate to the context and their role.
4. Learners' speak fluently and are easy to understand.
5. Learners' give each other constructive feedback.

c) Closing

1. The tutors' leads a discussion to reflect on the role-playing activity.
2. Learners' share their experiences during role playing.
3. Learners' identify their strengths and weaknesses in speaking.
4. Tutors' provide general feedback on learners' performance.
5. The tutors' provides suggestions for improving learners' speaking skills.

c. **Storytelling**

Storytelling strategies are able to increase learners' motivation to express stories, experiences and events by using good vocabulary and pronunciation in expressing understanding of stories through oral speech (Ahmed et al., 2023). In line with this, Fikriah (2016) also believes that the application of storytelling to teaching speaking can not only enhance learners' speaking skills but also the ability to

produce grammatically correct sentences fluently, accurately and understandably. Using this strategy gives learners the opportunity to speak at length and also helps them develop their oral language proficiency and reading comprehension (Hakim et al., 2023).

Menurut (*Storytelling / TeachingEnglish / British Council*, n.d.)

There are several steps in implementing the story telling strategy, there are:

a) Opening

1. Tutors

- 1) Open the lesson with an interesting story that is relevant to the speaking material.
- 2) Connect the story with the speaking learning objectives.
- 3) Ask learners' to predict the content of the story or ask questions about the story.

2. Learners

- 1) Listen to the story attentively.
- 2) Try to understand the content of the story and relate it to the speaking material.
- 3) Actively participate in discussions or questions and answers about the story,

b) Main Activity

1. Tutors

- 1) Divide learners' into groups/individuals

- 2) Ask each group/individual to create a story based on a specified theme or situation.
- 3) Provide guidance and examples on how to create interesting and effective stories.
- 4) Monitor learners' activities and provide constructive feedback.

2. Learners

- 1) Work together with group members to create a story.
- 2) Share ideas and discuss story lines, characters, and dialogue.
- 3) Use language that is appropriate to the speaking material.
- 4) Present their story in front of the class with confidence.
- 5) Provide comments and feedback to other groups. kelompok lain.

c) Closing

1. Tutors

- 1) Reflect on learning with learners' regarding the use of storytelling strategies in speaking.
- 2) Ask learners' to share their experiences and impressions during learning.
- 3) Give awards to learners' who are active and creative in using storytelling strategies..

2. Learners

- 1) Share their experiences and impressions during learning.
- 2) Explain the benefits of using storytelling strategies in speaking.
- 3) Develop a plan to continue developing their speaking skills.

d. Discussion Strategy

Discussion is a teaching strategy where the Tutors gives a topic to learners to exchange thoughts and ideas about a topic they have given. This is in line with the opinion of Naafiah et al (2016) that the most natural and effective way for learners to practice speaking in English is to think about a topic or problem together through verbal exchange of ideas or discussion. This strategy can be carried out in the form of a group or small group. Creating small discussion groups can create a comfortable situation for learners, thereby reducing their anxiety in practicing speaking (Nurmasitah et al., 2018).

Menurut (Sebastianus Menggo, 2016) There are several steps in implementing discussion strategy, there are:

- a) Opening
 1. The Tutors provides a topic for discussion of learners' abilities
 2. The Tutors gives clear instructions on how to discuss
 3. The Tutors creates an atmosphere conducive to discussion.
- b) Main Activity
 1. Learners' are actively involved in discussions

2. Learners' respect each other's opinions
3. Learners' use language that is appropriate to the discussion context
4. The Tutors facilitates discussion well
5. Tutors provide constructive feedback to learners'

c) Closing

1. The Tutors summarizes the results of the discussion
2. The Tutors provides conclusions about the discussion topic
3. The Tutors provides a reflection on the discussion process

e. Picture Narrating

This activity is based on several sequential pictures. Learners' are asked to tell the story taking place in the sequential pictures by paying attention to the criteria provided by the Tutors as a rubric. Rubrics can include the vocabulary or structures they need to use while narrating.

f. Picture Describing

Another way to make use of pictures in a speaking activity is to give learners' just one picture and having them describe what it is in the picture. For this activity learners' can form groups and each group is given a different picture. Learners' 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.

g. Find the Difference

For this activity learners' 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. Learners' in pairs discuss the similarities and/or differences in the picture.

3. The Challenges in Teaching Speaking Skills

a. Defenition of Challenges in Teaching Speaking Skills

Speaking skills are very important to use to communicate verbally with other people. However, speaking English, especially for people whose environment uses regional languages and Indonesian, makes it very difficult to speak English well. This is a challenge for teaching staff because learners will experience difficulty in expressing themselves in spoken English (Al-Hassaani & Qaid, 2021). This is also believed by Ali & Bin-Hady (2019) who said that lack of environment, interest and motivation are the most critical factors that influence learners' speaking skills.

Then, Laila et al (2023) explained that anxiety and reluctance in speaking skills lessons are the two main obstacles in teaching English. (Putra, 2021) in his research found that it was difficult for teaching staff to provide material to learners if the learners' concentration was low and they easily got bored while studying.

b. Types of Challenges in Teaching Speaking skills.

According to (Mustafa et al., 2022) there are several teacher problems in implementing English learning strategies, including:

1. Small number of students in one class.

In the application of the educational strategy by the teacher, the number of students influences the success of the learning strategy applied, if the number of students in one class is only a few and even only a few students then this is of course the learning strategy does not work optimally and certainly affects the results of the learning achieved.

2. Limited time to study.

The second problem is not enough time to learn and practice English. Students are faced with an environment that is not supported by English speaking interactions. Most students only study English at school with a relatively short time, only about 2 hours a week. Of course, with a short time this greatly affects the achievement of learning objectives even though good learning strategies have been implemented.

3. Lack of student attention during the learning process takes place.

The lack of student attention in the learning process can of course also affect the achievement of a good learning strategy, because if students do not pay attention to the learning conveyed by the teacher, students will not fully understand the material presented so that the learning strategy will not run maximally.

4. Lack of educational facilities that accommodate.

The lack of supporting facilities in the learning process is of course very influential in the application of learning strategies. If the facilities needed in implementing learning strategies are lacking or even non-existent then this is very influential in implementing these strategies and of course also affects the process and results of learning. Therefore, it can be said that facilities are one of the important things in achieving the goals of learning.

4. Concept of English Community

a. Definition of English Community

English Language Community is a program that allows learners to enhance their English skills in a fun and motivating situation. According to Ahmad & Najim (2020) An English Community is a group of people who gather, join, or work together for a structured common goal, especially learning English. The English language community falls into the category of informal learning which can be carried out casually and freely because it is not regulated by the educational curriculum (Gerandielle, 2022). Then, informal learning can be carried out anywhere and at any time, such as in the park or at home. The material taught in informal learning is also very diverse. Tutors/Tutors can search for free sources of material, not only relying on books but also via the internet, YouTube and other sources. However, there are still course rules to measure the success of

learning carried out in the community. This is regulated in Permendiknas number 47 of 2010 concerning SKL, Perpres Regulation number 8 of 2012 concerning KKNI. This regulation discusses qualification standards for English language courses and training, one of which is about English for communication relating to a community.

b. Advantages to Join Community

Wahyuniati et al (2020) argues that speaking clubs provide opportunities for learners' who want to develop their abilities by practicing, experimenting and playing with language as well as practicing using English in supportive, encouraging and motivating situations. Apart from that, Nguyen & Minh (2021) states that studying and being involved in learning outside of school can enhance learners' social and public speaking skills so that gradually learners' speaking skills, especially in English that can enhance.

In learning communities, one of which is the English language community, carries out collaborative learning which can help educators develop relevant learning experiences (Doğan & Julian, 2021). Collaborative learning has an important role in constructive cognitive development. The many benefits of out-of-class activities should encourage the English language learning community, in particular, to use available resources to offer opportunities in and out

of the classroom to accelerate learners' learning. Therefore, learners must be equipped to join communities that provide maximum exposure to English as well as relevant and targeted activities in order to learn and apply the language to achieve goals and enhance their English.

5. EZPZ as English Community

Elevating Zenith of Proficiency and Zest or usually called EZPZ English Community is one of the well-known English language communities in Makassar. EZPZ English Community was founded on April 24 2023 by Muhammad Sadli Putra. The Chief Executive in this community is Muhammad Yusril Abdin. The beginning of this organization began with the desire to help the community, especially young people, enhance their English language skills. Many people have difficulty obtaining quality and affordable English language training services. These things then became the motivation to establish an English language community organization that could be accessed by all levels of society.

In this community, each learner will be placed according to their respective level of English language skills. This community provides several levels, namely basic, intermediate and advanced. Each level has a tutor who teaches English. The main focus of this community is that every learner can speak English well.

The learners who are given the intensive class (Constituent course) are the administrators of the EZPZ English Community. In this case, the community has recruited learners who want to learn English, especially to enhance their speaking skills and join the EZPZ English Community. These classes start every Wednesday, Thursday, Friday and Saturday. Apart from that, this community has activities every week, namely FEZ (Fun English Zone) which is held at Fort Rotterdam, Building M, every Sunday at 10.00-14.30. This activity can be participated in by all levels of society who want to learn English for free. This activity also involves constituents to teach participants who want to learn English. This can also help constituents to be able to speak in public.

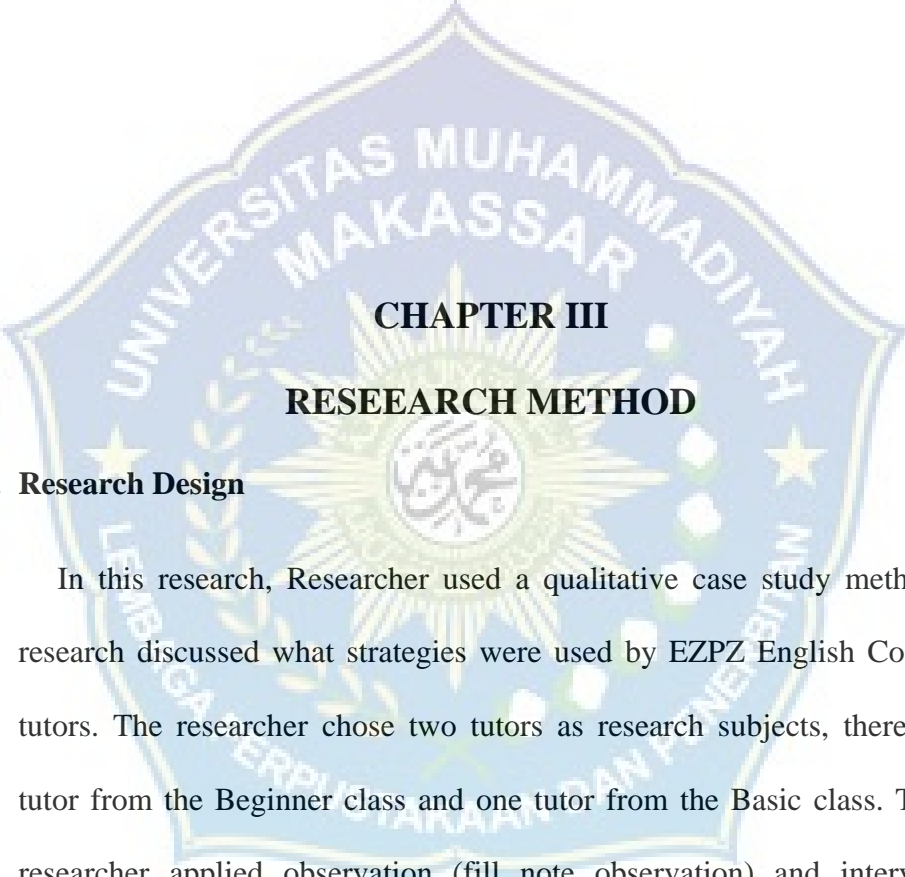
C. Conceptual Framework



Figure 1. Conceptual Framework

The conceptual framework above reveals that. This research is located at the EZPZ English Community Secretariat and the subjects of the research are two

tutors consisting of one Beginner class tutor and one Basic class tutor. The focus of this research is to analyze the teaching strategies used by tutors in improving learners' speaking skills and the challenges faced by tutors in implementing these strategies. To answer the case in EZPZ English Community, it only takes 7-8 months with a duration of 4 hours per day, learners can enhance speak English.



CHAPTER III

RESEERCH METHOD

A. Research Design

In this research, Researcher used a qualitative case study method. This research discussed what strategies were used by EZPZ English Community tutors. The researcher chose two tutors as research subjects, there are one tutor from the Beginner class and one tutor from the Basic class. Then, the researcher applied observation (fill note observation) and interviews as research instruments to obtain data and answer research problems by conducting two observation meetings and one interview for each subject. Lastly, the researcher analyzed the data using analysis consisting of data collection, data reduction, data display, and draw conclusion.

B. Subject of The Research

The subjects of this study were EZPZ English Community tutors. However, in the process, not all tutors were included. The researcher used a simple random sampling technique in selecting subjects. The researcher took two tutors consisting of one tutor from the beginner class as R1 and one tutor from the basic class as R2 who had a background in teaching at the beginner and basic levels and taught at EZPZ English Community at each meeting. Then this study was conducted at the EZPZ English Community Secretariat, precisely at Jl. Minasa Upa Satu, Gunung Sari, Rappocini District, Makassar City, South Sulawesi 9022.

C. Research Instrument

The research instrument and the type of data collection in this research are observation and interview:

1. Observation

Observations in this research carried out by Researcher in the form of observing the contents of notes consisting of three stages, there are opening, main activity and closing to collect information from tutors' about what strategies they used to enhance the learners' at the beginner and basic level at EZPZ English Community.

2. Interview

This study used interviews to support data on the Tutors' teaching strategies in enhancing learners' speaking skills and to obtain data on the challenges faced in implementing them at the beginner and basic levels at EZPZ English Community. The type of interview conducted in this

research was a semi-structured interview. According to Cresswel (2014) in Alsulami (2021) semi-structured interviewing is an interview technique that seeks to find out more deeply about the topic to be researched using a sequence of questions that can be adapted to the situation and conditions. The interview included ten questions related to the research questions and research objectives. The interview questions were then developed further by the researcher as the interview progressed, so that the Tutors teaching strategies in enhancing the learners' speaking skills as well as the challenges faced in implementing them at the beginner and basic level at EZPZ English Community became deeper and specified.

D. The Procedure of Data Collection

According to Sugiyono (2016), data collection techniques are the most strategic step in research. Because data is the main purpose of research. In this research, the researcher collected the data by field note observations and interviews.

a. Field Note observations

1. Before the class began, the researcher asked a permission from the tutors' to sit in the class and observe the interaction. The researcher prepared a laptop and notebook to write down the information taken from the interaction.
2. While the observation began, the researcher recorded all the interaction from the beginning until the end. The observation in the meeting took 120 minutes per each classes.

3. The researcher took notes and described certain interactions as a field note in every class meeting.
4. The researcher concluded the data collection by taking pictures as a form of documentation.

b. Interviews

1. Before starting the interview session, the researcher asked the tutors' for permission to conduct the interview.
2. The researcher prepared a handphone and a notebook to record and note down the tutors' answers.
3. When starting the interview, the researcher noted and recorded all interactions from beginning to end

E. Technique of Data Analysis

According to Miles et al., (2018) state that qualitative analysis used the word that is arranged in the text. They are data reducing, data displayed and draw conclusion.

1. Data Reduction

To choose the relevant data and make it easier for the researcher to concentrate on the main issues, the first phase in the process was data reduction. the researcher selects important data that has been collected. After transcribing the data, the researcher used interactions that met the criteria for teaching strategies and challenges in implementation to create a data coding framework. After that, the researcher reviewed over the transcription, emphasizing specific sections and making an effort to link

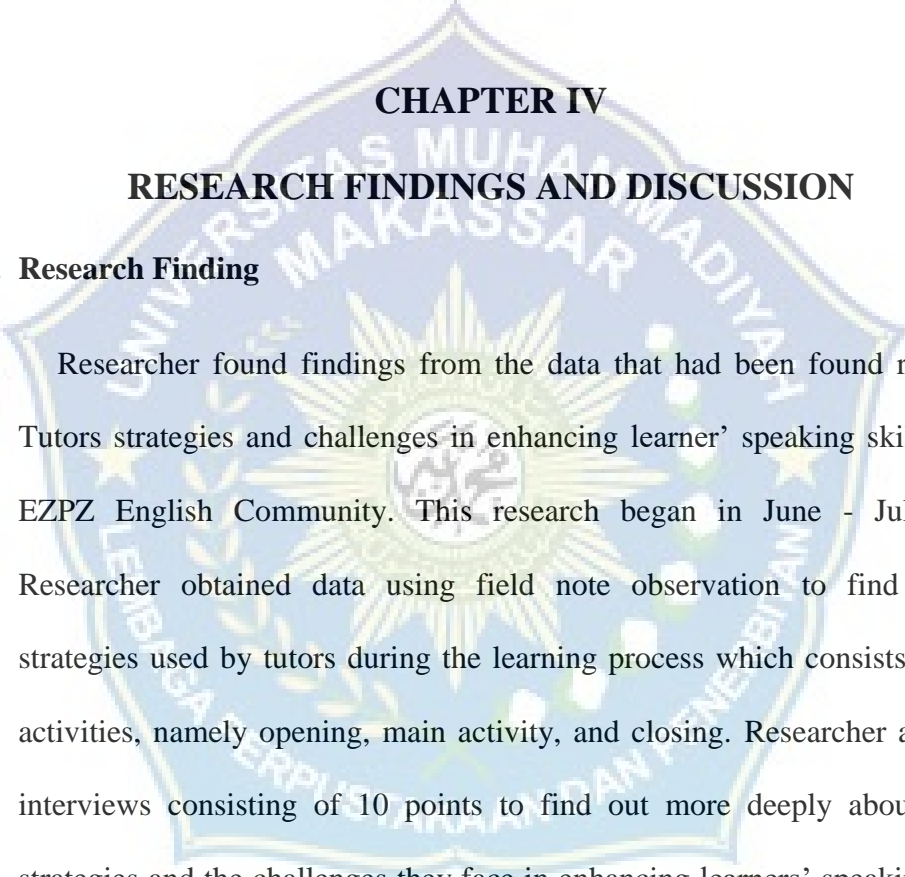
the participants words with their justifications. The data was isolated from the core data if it was discovered that the data did not meet the criteria. This procedure reduced and transformed unprocessed data.

2. Data Display

After gathering the participant's utterances, the researcher started to compile the research data and conducted the analysis. The researcher then added a little interpretation and arranged the respondents' argument, making the rationale more structured without being altered. Through the information gathered from the field note observation and interviews, the researcher established and examined all types strategies used by tutors in improving the speaking skills of learners and the challenges faced by tutors in implementing these strategies in the beginner and basic classes of EZPZ English Community.

3. Draw conclusions

At the end of the analysis, the researcher concluded about the types of strategies used by tutors in improving learners' speaking skills and the challenges faced in implementing these strategies in beginner and basic class tutors of EZPZ English Community.



CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

A. Research Finding

Researcher found findings from the data that had been found regarding Tutors strategies and challenges in enhancing learner' speaking skills at the EZPZ English Community. This research began in June - July 2024. Researcher obtained data using field note observation to find out the strategies used by tutors during the learning process which consists of three activities, namely opening, main activity, and closing. Researcher also used interviews consisting of 10 points to find out more deeply about Tutors strategies and the challenges they face in enhancing learners' speaking skills. The subjects of this research were two EZPZ English Community tutors consisting of 1 tutor in the beginner class and 1 tutor in the basic class with two meetings for each subject. Below the researcher explains the findings which are divided into two findings, there are:

1. Strategies Used by Tutors to Enhancing the Learners Speaking Skills.

Based on the results of observations and interviews with two tutors at EZPZ English Community consisting of 1 beginner class tutor and 1 basic class tutor, the researcher found several strategies, there were:

a. Brainstorming

Tutors used brainstorming strategies in the speaking teaching process. The tutor provided a text to learners' via the WhatsApp group. Then, the tutor asked each learners' to read the text with the rule of 1 sentence per person until the text was finished so that all learners' participated in the learning process and could understand the text. After that, the tutor asked several questions related to the text to learners' who were relevant and open so that they could express their ideas to convey. The tutor gave learners' time to think about their ideas for 5 minutes.

Then, each learners' was given the opportunity one by one to describe the picture according to several trigger questions that had been given. In this session, the tutor would dig deeper into the ideas given by the learners' so that they would be more active in speaking. Each learners' was given 3 minutes of speaking time. During this time, if learners' were stuck, the tutor would help them by asking additional questions and telling learners' about vocabulary they didn't know so that the speaking time was no less than 3 minutes.

Apart from that, the tutor also allowed learners' to exchange opinions to create a pleasant class atmosphere. At the end of the lesson, the tutor provided corrections and made enhancements regarding the vocabulary and

grammar spoken by the learners' so that in the future they could speak English better. Furthermore, the teaching strategies used by the tutor were emphasized/clarified again during the interview session. The tutors said that:

R1: *“Saya menggunakan strategi brainstorming dalam mengajar berbicara menggunakan modul Cambridge sebagai media pembelajaran”*. (Wawancara dengan tutorbeginner EZPZ English Community, 16 Juni 2024)

R1: “I use brainstorming strategies in teaching speaking using the Cambridge module as a learning media”. (Interview with EZPZ English Community beginner tutor on June 16, 2024)

R2: *“Saya menggunakan strategi brainstorming dalam mengajar berbicara”*. (Wawancara dengan tutorbeginner EZPZ English Community, 20 Juni 2024)

R2: “I use brainstorming strategies in teaching speaking”. (Interview with EZPZ English Community basic tutor on June 29, 2024)

There were several reasons why tutors used this strategy, including helping learners' to be more confident in speaking without being afraid of making mistakes, expressing their opinions and without thinking about other learners' perspectives on them. Apart from that, it helped learners' be more creative in arranging English words according to grammar, such as learners' could add their ideas starting from one word and then develop it into one sentence, thus helping them enhance grammar and vocabulary. They then continued to apply other teaching strategies that they had prepared, of course this could enhance learners' speaking skills. As the tutor said that:

R1: *“Alasan saya menggunakan strategi ini adalah untuk membantu pembelajar menjadi percaya diri, karena mereka sangat takut dalam mengungkapkan pendapat mereka... Jadi, saya menggunakan strategi brainstorming di mana semua pendapat benar dan mereka bebas mengungkapkan ide-ide mereka”*. (Wawancara dengan tutorbeginner EZPZ English Community, 16 Juni 2024)

R1: “The reason I use this strategy is to help learners’ be confident, because they are very afraid of expressing their opinions..... So, I use a brainstorming strategy where all opinions are correct and they are free to express their ideas.” (Interview with EZPZ English Community beginner tutor on June 16, 2024)

R2: *“Saya menggunakan strategi brainstorming karena dapat mengembangkan ide-ide pembelajar dimulai dari satu kata dan kemudian dikembangkan menjadi satu kalimat, sehingga membantu mereka meningkatkan tata bahasa dan kosakata mereka.”* (Wawancara dengan tutorbeginner EZPZ English Community, 20 Juni 2024)

R2: “I use the brainstorming strategy because developing learners’ ideas starting from one word and then they develop it into one sentence, so this helps them enhance their grammar and vocabulary.” (Interview with EZPZ English Community basic tutor on June 29, 2024)

In the process of teaching speaking using the brainstorming strategy, the tutor always provided follow-up, such as providing prompt questions when learners’ were stuck, telling them about English vocabulary that they didn’t know, appreciating learners’, and providing motivation to continue learning English. This aimed to make learners’ more active in meeting sessions, just as the tutor said that:

RI: *Salah satu cara saya untuk membuat pembelajar lebih aktif dalam berbicara bahasa Inggris adalah saya selalu memberi follow-up kepada pembelajar, seperti memberikan pertanyaan pemicu, dan ketika pembelajar mengalami kesulitan, saya memberi tahu mereka tentang kosakata yang tidak mereka ketahui.*

R1: “One of the ways I make learners’ more active in speaking English is I always provide follow-up to learners’, such as giving trigger questions, and when learners’ are stuck, I tell them about vocabulary they don’t know”. (Interview with EZPZ English Community beginner tutor on June 16, 2024).

R2: *Saya selalu mengajukan pertanyaan kepada pembelajar ketika mereka mengalami kendala dalam berbicara, memberi tahu mereka kosakata yang tidak mereka ketahui, mengapresiasi mereka, dan memotivasi mereka untuk terus belajar bahasa Inggris.*

R2: “I always ask learners’ questions when they are stuck in speaking, tell them vocabulary they don’t know, appreciate them and motivate them to

continue learning English”. (Interview with EZPZ English Community beginner tutor on June 29, 2024).

b. Picture Describing

Based on the first observation on June 14, 2024, in the main activity, the tutor showed a picture according to what was in the book, then the tutor asked 5 questions related to the picture to help learners’ describe the picture, the tutor explained the steps in the learning process. Then, the tutor ensured that the learner understood the instructions he or she had given. Finally, the tutor gave time for each question with a duration of approximately 5 minutes to prepare his ideas for describing the picture.

Then, each learners’ was given the opportunity one by one to describe the picture according to several trigger questions that had been given. In this session, the tutor would dig deeper into the ideas given by the learners’ so that they would be more active in speaking. Apart from that, tutors also enabled learners’ to exchange opinions to create a pleasant class atmosphere.

At the end of the lesson, the tutor provided corrections and made enhancements regarding the vocabulary and grammar spoken by the learners’ so that in the future they could speak English better. Furthermore, the teaching strategies used by the tutor were emphasized/clarified again during the interview session. The tutor said that:

R1: *“Strategi kedua yang sering saya gunakan adalah strategi mendeskripsikan gambar menggunakan Modul Cambridge”*. (Wawancara dengan tutor beginner Komunitas Bahasa Inggris EZPZ pada tanggal 16 Juni 2024)

R1: “The second strategy that I often use is Picture Describing strategy using the Cambridge Module”. (Interview with EZPZ English Community beginner tutor on June 16, 2024)

There were several reasons why tutors used this strategy, namely helping learners’ to be more creative in arranging words in English according to grammar, enriching learners’ vocabulary because they used words and phrases that described objects, places, and situations, also improving their grammar when describing pictures, learners’ would use various sentence structures and tenses and helping learners’ to be more confident in speaking because they were very anxious and felt hesitant when speaking in English, afraid of making mistakes. This could enhance learners’ speaking skills. As the tutor said that:

R1: “*Sama seperti strategi brainstorming, saya juga menggunakan strategi ini untuk membantu pembelajar menjadi lebih percaya diri dalam berbicara..... Selain itu, strategi ini juga dapat membantu pembelajar untuk meningkatkan kosakata dan tata bahasa mereka.....*”. (Wawancara dengan beginner Komunitas Bahasa Inggris EZPZ pada 16 Juni 2024).

R1: “Same as the brainstorming strategy, I also use this strategy to help learners’ become more confident in speaking..... Apart from that, this strategy can also help learners’ to enhance their vocabulary and grammar.....”. (Interview with EZPZ English Community beginner tutor on June 16, 2024).

c. Game-based learning

1. Flash cards

In this final session, the tutor shows flash cards containing job related descriptions and writing. The tutor explains the rules of the game, where each learners’ is given the opportunity to take a card but cannot see what is on the card, so that each learners’ has their own card.

Learners' whose turn it is to guess will mention 1 word as a clue from the flash card they guessed. Other learners' will only give yes/no answers to the clues given by the learners' who guess. Furthermore, the tutor will choose who will start first. Each person is given the opportunity to only mention 5 words in guessing, then it will move to the next learners' to guess. Every tutor who successfully guesses will get points.

2. Scrabble

The tutor showed a scrabble board, 100 tiles with 98 tiles containing valuable letters and 2 empty tiles. The tutor explained the rules of the game where each player would be given 7 tiles that they picked at random. The first player started by arranging words from the boxes in the middle horizontally or downwards. After the first player had finished, the next player composed intersecting words from the letters that the previous player had arranged. When they had placed tiles on the board, each player must take another tile according to what he put out. Every time a player finished playing his turn, he must count the points he earned. Tiles that had been arranged on the board could not be moved, empty tiles could be made into any letters but did not get points. Players could use their turns to compose words or swap the letters they had. Finally, the game would end when all the letters had been played, one player had used up his tiles or when there was no more room to create a new word. Furthermore, the teaching strategies used by the tutor

were emphasized/clarified again during the interview session. The tutor said that:

R2: “Saya juga menggunakan strategi berbasis permainan dengan memanfaatkan media yang tersedia di Komunitas Bahasa Inggris EZPZ dan terkadang saya juga menggunakan permainan online seperti bamboozle”. (Wawancara dengan tutor basic Komunitas Bahasa Inggris EZPZ pada tanggal 29 Juni 2024)

R2: “I also use game-based strategies by utilizing the media available at the EZPZ English Community and sometimes I also use online games such as bamboozle”. (Interview with EZPZ English Community basic tutor on June 29, 2024)

There were several reasons why tutors used this strategy, namely, apart from making the class atmosphere more enjoyable, it could also increase learners’ interest in learning because they could learn English while playing, increase learners’ vocabulary knowledge so that speaking in English would be easy because they already had a lot of vocabulary words that were remembered indirectly, build interaction between peers thereby increasing learner self-confidence. As the tutor said that:

R2: “Alasan saya menggunakan strategi berbasis permainan adalah untuk membuat suasana kelas lebih menyenangkan, membangun interaksi, dan meningkatkan kosakata pembelajar secara tidak langsung”. (Wawancara dengan tutor dasar Komunitas Bahasa Inggris EZPZ pada tanggal 29 Juni 2024)

R2: “The reason I use game-based strategies is to make the class atmosphere more enjoyable, to build interaction and increase learners’ vocabulary indirectly”. (Interview with EZPZ English Community basic tutor on June 29, 2024)

d. Discussion Strategy

Another strategy used by tutors in meeting sessions is the discussion strategy. Tutors usually use this strategy to increase interaction between learners and make them enjoy learning more. In the process, the tutor explains the discussion topic to the learners. After that, the tutor divides the learners' into two to three groups. Then, the tutor gives a sparking question to discuss related to the topic. The tutor gives learners' about 30 minutes to discuss. After the specified time is up, the tutor asks each group to present the results of their discussion. Then each group will provide comments related to the group's statement. This is proven by the Tutors statement in the interview:

R2: *“Selain itu, saya juga menggunakan strategi diskusi dalam proses pengajaran berbicara”*. (Wawancara dengan tutor dasar Komunitas Bahasa Inggris EZPZ pada tanggal 29 Juni 2024)

R2: *“Apart from that, I also use discussion strategies in the speaking teaching process”*. (Interview with EZPZ English Community basic tutor on June 29, 2024)

The strategies used by the tutor in teaching speaking were able to enhance learners' English speaking skills. This is evidenced by the Tutors said:

R1: *Rata-rata speaking mereka meningkat kak. Seperti pada fluensi, kepercayaan diri, dan kosa katanya meningkat setelah bergabung dan belajar di English course EZPZ.*

R1: Their average speaking score improved significantly. Specifically, their fluency, confidence, and vocabulary expanded after joining and studying at the EZPZ English course.

R2: *Menurut saya, pengimplementasian strategi pengajaran yang paling sering saya gunakan seperti brainstorming speaking, diskusi, dan games-based learning dapat meningkatkan kurang lebih 89% speaking pembelajar.*

R2: In my opinion, the implementation of teaching strategies that I frequently used, such as brainstorming, discussions, and games-based learning, was able to enhance learners' speaking abilities by approximately 89%.

Based on the Tutors explanation above, it can be concluded that almost all the learners' an enhanced in their English speaking skills. This indicates that the implementation of brainstorming, picture describing, discussion, and games-based learning strategies was overall effective in enhancing the participants' speaking skills. Furthermore, in the EZPZ English Community, learners' progress could be observed on a weekly basis. This is evidenced by the Tutors said:

R1: *Iya kak, ada tes ditiap minggunya untuk mengetahui apakah ada progress dari pembelajar atau tidak.*

R1: Yes sister, there were weekly tests to assess the learners' progress.

R2: *Iya, Ada tes tiap minggunya. Terkadang dalam bentuk google form atau tes langsung.*

R2: Yes, we administered weekly tests, sometimes in the form of Google Forms or direct assessments.

Furthermore, EZPZ English Community conducted regular evaluations through weekly tests. As stated by respondents R1 and R2, these tests were implemented to measure the learners' progress. This indicates a commitment to ensuring that the teaching strategies employed, such as brainstorming, discussions, and games-based learning, yielded optimal results.

2.Challenges faced by tutors in enhancing learners' speaking skills at EZPZ

English Community.

a. Learners' Anxiety

The feeling of insecurity that learners' had was one of the biggest challenges in teaching. This could hinder several things, such as reducing the desire to speak, reducing self-confidence, such as learners' feeling afraid to speak, afraid of other learners points of view when speaking, thereby reducing their confidence in speaking and hindering the learning process.

This was in accordance with what the tutor said that:

R1: *“Pembelajar merasa cemas dan ragu ketika diminta berbicara atau diminta pendapatnya.” (Wawancara dengan tutor dasar Komunitas Bahasa Inggris EZPZ pada 16 Juni 2024)*

R1: “Learners' feel anxious and doubtful when asked to speak or asked for their opinion.” (Interview with EZPZ English Community basic tutor on June 16, 2024)

R2: *“Ketika diminta untuk berbicara atau menyampaikan pendapat, pembelajar sering kali merasa ragu untuk berbicara, mereka selalu berkata: kalau salah tidak apa-apa yah kak, nanti aja yah kak, belum selesai ku susun kak. Jadi, ini menjadi tantangan bagi saya untuk mengetahui bagaimana mereka bisa percaya diri dalam berbicara.” (Wawancara dengan tutor dasar Komunitas Bahasa Inggris EZPZ pada 29 Juni 2024)*

R2: “When asked to speak or convey their opinion, learners' often feel hesitant to speak, they always said: *kalau salah tidak apa-apa yah kak, nanti aja yah kak, belum selesai ku susun kak*. So, this is a challenge for me to find out how they can be confident in speaking.” (Interview with EZPZ English Community basic tutor on June 29, 2024)

b. Learners' Lack of vocabulary and grammar

The lack of vocabulary possessed by learners' was one of the significant challenges for tutors in improving learners' speaking skills. On average, learners' had a minimal vocabulary and their grammar knowledge was still lacking. This made them less confident in speaking, they had difficulty expressing their thoughts, ideas, and feelings so that their speaking time was

wasted just thinking about vocabulary they didn't know. This hampered the learning process in the classroom. As the tutors said that:

R1: “Mereka kesulitan memahami penjelasan yang saya berikan sehingga ketika saya menjelaskan biasanya saya mencampur bahasa Indonesia dan bahasa Inggris”. (Wawancara dengan tutor pemula Komunitas Bahasa Inggris EZPZ pada tanggal 16 Juni 2024)

R1: “They have difficulty understanding the explanations I give so that when I explain I usually mix Indonesian and English”. (Interview with EZPZ English Community basic tutor on June 16, 2024)

R2: “Mereka sering mengalami kesulitan berbicara yang membuat mereka berpikir lama atau buntu karena tidak tahu kata-kata apa dalam bahasa Inggris yang akan mereka gunakan.” (Wawancara dengan tutor dasar Komunitas Bahasa Inggris EZPZ pada tanggal 29 Juni 2024)

R2: “They often have difficulty speaking which makes them think for a long time or get stuck because they don't know what words in English they will use.” (Interview with EZPZ English Community basic tutor on June 29, 2024)

c. Learners Lack of Learners’ Attention When Learning

Lack of learners’ attention in the learning process certainly affected the achievement of a good learning strategy, because if learners’ did not pay attention to the learning delivered by the tutor, the learner would not fully understand the material presented so the learning strategy would not run optimally. This was in accordance with the results of the interview, the tutors said that:

R1: “Ketika melakukan online learning, pembelajar terkadang tidak memperhatikan saat saya menerangkan karena biasanya mereka mematikan kamera, ketika ditanya terkadang meminta mengulang, ketika dipanggil tidak menjawab” (Wawancara dengan tutor dasar EZPZ English Community pada tanggal 16 Juni 2024)

R1: “When doing online learning, learners’ sometimes don't pay attention when I explain because they usually turn off their cameras, when asked sometimes ask to repeat, when called Not responding” (Interview with EZPZ English Community basic tutor on June 16, 2024)

R2: *“Dalam beberapa pertemuan, pembelajar terkadang tidak memperhatikan pelajaran.....Jadi, ini menjadi tantangan bagi saya untuk membuat mereka lebih fokus dan bersemangat dalam belajar”*. (Wawancara dengan tutor dasar EZPZ English Community pada tanggal 16 Juni 2024)

R2: *“In some meetings, learners’ sometimes don't pay attention to the lesson.....So, this is a challenge for me to make them more focused and enthusiastic about learning”*. (Interview with EZPZ English Community basic tutor on June 16, 2024)

B. Discussion

In this session, the researcher discussed the results of the study related to teaching strategies and challenges used by Tutors in enhancing the learners’ speaking skills. The results of the study showed that there were several teaching strategies used by tutors, namely brainstorming speaking, picture descriptive, game-based learning, and discussion. Then, the challenges faced by tutors in implementing teaching strategies were learners’ anxiety, lack of learners’ vocabulary and grammar, and lack of learners’ attention during learning.

First, the brainstorming speaking strategy is an effective teaching strategy to encourage learners’ to participate in language learning, especially in improving speaking skills (Ramadhan et al., 2023). The use of this strategy in the teaching and learning process can help tutors to increase learners’ self-confidence, make learners’ more active and fluent in speaking English by using previously thought ideas. This is in line with Octarina et al (2021) who argue that the brainstorming speaking strategy is effective in the teaching process, especially speaking because learners’ have enough opportunities to

practice speaking so that they can speak fluently and confidently. Therefore, this helps learners' to enhance their speaking skills faster.

Second, Picture Describing Strategy is a teaching strategy that uses pictures as a medium to help learners' describe objects, places, images, and situations orally using the right vocabulary and sentence structure. This strategy is used by tutors to help learners' enhance their vocabulary and grammar so that it can have an impact on learners' speaking skills. As stated by Pratiwi & Ayu (2020) that practicing describing pictures will help learners' speak English actively and in a focused manner.

Third, game-based learning strategies are teaching strategies that utilize educational games as a medium to enhance English speaking skills. The games in this Game-Based Learning strategy are also diverse, ranging from traditional games to interactive and complex digital games. In line with this, tutors utilize the media available at the EZPZ English Community such as flash cards and scrambles to be used in the speaking teaching process. In addition, sometimes tutors also use digital media such as the use of bamboozle. Through games, Tutors can help learners' practice aspects of their speaking skills such as vocabulary, grammar, pronunciation, and fluency indirectly (Rambe, 2022). In addition, learners' can also be more confident in speaking English. When playing they are not afraid to make mistakes. Train learners' focus and enthusiasm to learn to speak, so that this can be useful for improving learners' speaking skills quickly.

Fourth, discussion strategies are teaching strategies that create an interactive and fun learning environment where learners' can develop their language skills optimally (Crisianita & Mandasari, 2022). The application of this strategy helps learners' naturally learn new vocabulary and sentence structures, feel more confident in expressing their ideas and opinions, trains learners' to interact with others effectively and provides opportunities for learners' to use language directly. So that these things affect learners' speaking skills to enhance rapidly. In line with this, Syafrizal & Pahamzah (2020) in their research found that discussion strategies are effectively used to enhance learners' speaking skills by improving several aspects such as vocabulary, grammar, pronunciation and self-confidence.

Overall, the strategies used by tutors at EZPZ English Community are very effective in accelerating the enhancement of learners' speaking skills. This is in accordance with previous observations. Learners' only need 7-8 months with a study duration of 3 hours per day to become proficient in speaking English. In practice, it takes a minimum of 1 year with a study duration of 5 hours per day to enhance speaking skills (English First, 2023)

Then, the challenges faced by tutors in the process of teaching speaking. The first is learners' anxiety. The factors that cause it are fear of making mistakes, fear of being laughed at by friends, lack of confidence in spelling, pronouncing, and choosing words in English. Assuredly, this is a challenge for tutors in implementing teaching strategies. Putri & Nurjati (2023) in their

research said that learners' anxiety can hinder the learners' learning process and make them feel less comfortable in actively participating in learning.

Furthermore, learners' who do not master vocabulary and grammar also affect the implementation of teaching strategies used by tutors. This has an impact on learners' understanding of the teaching materials provided, hinders communication between tutors and learners', makes learners' less confident so that it will obstruct the process of the Tutors teaching strategy provided. Harahap, (2024) in his research stated that lack of mastery of vocabulary and grammar will hold up learning and have a major impact on achieving learning objectives.

Finally, lack of learners' attention in the learning process. This is a challenge for tutors to achieve good learning objectives. Learners' who do not pay attention to the lessons delivered by the tutor will not understand the material so that the learning strategy will not run well. This is in line with the statement Putri & Nurjati (2023) states that the process of transferring knowledge and skills becomes ineffective if learners' do not actively participate and do not focus on the learning process.

CHAPTER V

CONCLUSION AND SUGESSTION

A. Conclusion

Based on the conclusions above, the researcher stated that there are four strategies used by tutors in enhancing learners' speaking skills at EZPZ English Community, namely brainstorming strategy, picture descriptive strategy, game-based learning strategy, and discussion strategy. This can be seen from the results of observations and interviews, where tutors use this strategy because it can make learners' more confident, improve vocabulary and grammar, be more creative in composing words, improve pronunciation, fluent English and increase learner motivation. so, the use of this strategy helps learners' to enhance their speaking skills faster.

Then, the challenges faced by tutors in implementing teaching strategies are learners' anxiety, learners' lack vocabulary and grammar, and lack of learners' attention during learning. This is a challenge for tutors to achieve good learning objectives, inhibit learners' from actively participating in learning and inhibit the implementation of learning strategies to run optimally. In addition, this is a challenge for tutors to improve learners' speaking skills because at EZPZ there is a time target of approximately eight months of the learning process, the learners' speaking skills must be enhanced.

B. Suggestion

The researcher expects that this study would help other researchers understand the teaching strategies in improving speaking skills and the challenges faced by teaching speaking skills. The researcher expect that the

readers will have a better understanding before studying the teaching strategies of speaking skills and the challenges of teaching speaking skills. The researcher purpose that researchers who work on similar themes use diverse research methodologies to achieve new discoveris. This study does not cover all teaching strategies of speaking skills and the challenges of teaching speaking skills, but the researcher hopes that future researchers will develop and produce a comprehensive one. The researcher also expect that this research will serve as a resource for future researchers in the field of speaking.



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Appendix 1 Fieldnotes Observation

FIELDNOTES

**ANALYZING THE TUTORS TEACHING STRATEGIES IN ENHANCING
THE LEARNERS' ENGLISH SPEAKING SKILLS
(A Case Study at the English Language Community of EZPZ)**

Nama Komunitas Bahasa Inggris :

Nama Tutor :

Day/Date of Interview :

Place :

	Description
Opening	
Main Activity	
Closing	

(Adopted and Modified From: Putri & Fatmawati, 2023)

Appendix 2 Interview

INTERVIEW QUESTION

ANALYZING THE TUTORS' TEACHING STRATEGIES IN ENHANCING THE LEARNERS' ENGLISH SPEAKING SKILLS (A Case Study at the English Language Community of EZPZ)

Nama Komunitas Bahasa Inggris :

Nama Tutor :

Day/Date of Interview :

Place :

1. What do you prepare began educating a meeting session?
(Apa yang Anda persiapkan untuk memulai sesi berbicara?)
2. What strategies do you use in the learning process in teach speaking?
(Strategi apa yang Anda gunakan dalam proses pembelajaran dalam mengajar berbicara?)
3. How is your teaching strategy implemented?
(Bagaimana strategi pengajaran Anda diterapkan?)
4. Why do you use this strategy in meeting sessions?
(Mengapa anda menggunakan strategi ini dalam sesi rapat?)
5. What challenges do you face in implementing teaching strategies to learners?
(Tantangan apa yang Anda hadapi dalam menerapkan strategi pengajaran kepada siswa?)
6. How do you make learners speak more actively in meeting sessions?
(Bagaimana cara anda membuat pembelajar lebih aktif berbicara dalam meeting session?)
7. What strategies do you use to increase learners' motivation to learn to speak English?)

(Strategi apa yang anda gunakan untuk meningkatkan motivasi siswa belajar berbicara bahasa Inggris?)

8. How do you build communication between tutors and learners in meeting sessions?

(Bagaimana cara anda membangun komunikasi antar tutor dan pembelajar di meeting session?)

9. How do you overcome learners' lack of confidence to speak in front of other learners?

(Bagaimana cara mengatasi ketidakpercayaan siswa untuk tampil di hadapan siswa lain?)

10. How do you handle challenges in teaching speaking using your teaching strategies?

(Bagaimana cara anda dalam menangani tantangan dalam mengajar speaking menggunakan strategi mengajar anda?)

(Adopted and Modified From: Putri & Fatmawati, 2023)



Appendix 3 Result Fieldnotes

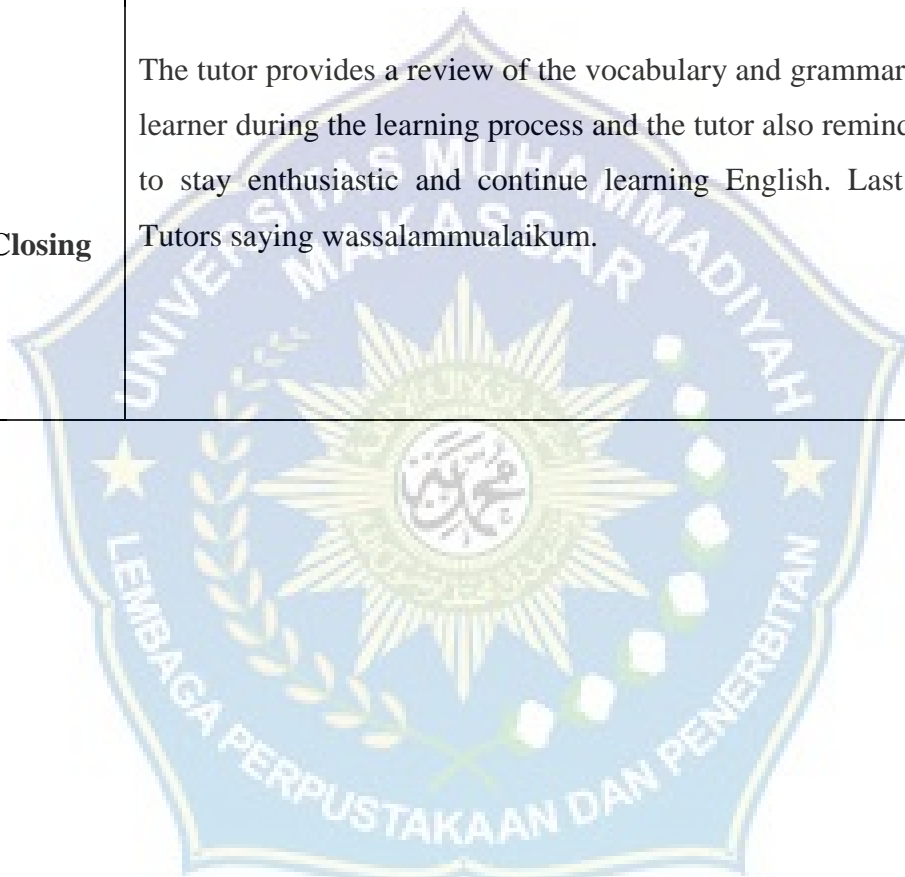
FIELDNOTES

ANALYZING THE TUTORS TEACHING STRATEGIES IN ENHANCING THE LEARNERS' ENGLISH SPEAKING SKILLS (A Case Study at the English Language Community of EZPZ)

Nama Komunitas Bahasa Inggris : EZPZ English Community
Nama Tutor : Nanda Hidayat
Day/Date of Interview : 14 Juni 2024
Place : Online Meeting

	Description
Opening	<p>The tutor opened the lesson by saying greetings. After that, the tutor asked the learners' how they are, then the tutor asks the learners' to pray according to their respective beliefs. Finally, the tutor does ice breaking before the learning session begins.</p>
Main Activity	<p>in the main activity, the tutor shows a picture according to what is in the book, then the tutor asks 5 questions related to the picture to help learners' describe the picture, the tutor explains the steps in the learning process. Then, the tutor ensures that the learner understands the instructions he or she has given. Finally, the tutor gives time for each question with a duration of approximately 5 minutes to prepare his ideas for describing the picture.</p> <p>Next, each learners' is given the opportunity one by one to describe the picture according to several trigger questions that have been given. In this session the tutor will dig deeper into the ideas given by the learners' so that they will be more active in speaking. Apart from that, tutors also</p>

	<p>enable learners' to exchange opinions to create a pleasant class atmosphere. At the end of the lesson, the tutor provides corrections and makes improvements regarding the vocabulary and grammar spoken by the learners' so that in the future they can speak English better.</p>
Closing	<p>The tutor provides a review of the vocabulary and grammar spoken by the learner during the learning process and the tutor also reminds the learners' to stay enthusiastic and continue learning English. Last but not least Tutors saying wassalammualaikum.</p>



FIELDNOTES

ANALYZING THE TUTORS TEACHING STRATEGIES IN ENHANCING THE LEARNERS' ENGLISH SPEAKING SKILLS (A Case Study at the English Language Community of EZPZ)

Nama Komunitas Bahasa Inggris : EZPZ English Community
Nama Tutor : Nanda Hidayat
Day/Date of Interview : 14 Juni 2024
Place : Online Meeting

	Description
Opening	<p>The tutor opened the lesson by saying greetings. After that, the tutor asked the learners' how they are, then the tutor asks the learners' to pray according to their respective beliefs. Finally, the tutor does ice breaking before the learning session begins.</p>
Main Activity	<p>the Tutor showed a text with the them " Men Also Deserve Followers", the tutor asks each learners' to read the text using the rule of 1 sentence per person until the text is finished so that learners' can understand the text. Then, the tutor asks several relevant and open-ended questions. The tutor gives learners' about 5 minutes to think about the ideas they will develop.</p> <p>After that, the Tutors conveys each opinion one by one regarding the text they read. On the other hand, the Tutors records each learner's ideas on the whiteboard. Tutors encourage learners' to exchange opinions and develop ideas together. In this case, the tutor ensures that all learners' have the same opportunity to participate. Apart from that, the tutor also provides several trigger questions so that learners' are more active in speaking.</p>

Closing	The tutor provides a review of the vocabulary and grammar spoken by the learner during the learning process and the tutor also reminds the learners' to stay enthusiastic and continue learning English. Last but not least Tutors saying wassalammualaikum.
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FIELDNOTES

ANALYZING THE TUTORS TEACHING STRATEGIES IN ENHANCING THE LEARNERS' ENGLISH SPEAKING SKILLS (A Case Study at the English Language Community of EZPZ)

Nama Komunitas Bahasa Inggris : EZPZ English Community
Nama Tutor : Fachrul Achsan Saputra
Day/Date of Interview : 27 Juni 2024
Place : Benteng Sumbo Opu (Outdoor Class)

	Description
Opening	<p>The tutor opened the lesson by saying greetings. After that, the tutor asked the learners' how they are, then the tutor asks the learners' to pray according to their respective beliefs. Finally, the tutor does ice breaking before the learning session begins.</p>
Main Activity	<p>In the first session, the tutor used a brainstorming strategy in the speaking teaching process. The tutor provides a text to learners' via the WhatsApp group. Then, give it time to read and understand for approximately 10 minutes. After that, the tutor asks several questions related to the text to learners' who are relevant and open so that they can express their ideas to convey. The tutor gives learners' time to think about their ideas for 5 minutes.</p> <p>Next, the tutor asks the learners' to speak one by one to express their opinions and ideas. Each learners' is given 3 minutes of speaking time. During this time, if learners' are stuck, the tutor will help them by asking additional questions and telling learners' vocabulary they don't know so that the speaking time is no less than 3 minutes</p>

Closing	The tutor provides a review of the vocabulary and grammar spoken by the learner during the learning process and the tutor also reminds the learners' to stay enthusiastic and continue learning English. Last but not least Tutors saying wassalammualaikum.
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FIELDNOTES

ANALYZING THE TUTORS TEACHING STRATEGIES IN ENHANCING THE LEARNERS' ENGLISH SPEAKING SKILLS (A Case Study at the English Language Community of EZPZ)

Nama Komunitas Bahasa Inggris : EZPZ English Community
Nama Tutor : Fachrul Achsan Saputra
Day/Date of Interview : 27 Juni 2024
Place : Sekretariat EZPZ English Community

	Description
Opening	<p>The tutor opened the lesson by saying greetings. After that, the tutor asked the learners' how they are, then the tutor asks the learners' to pray according to their respective beliefs. Finally, the tutor does ice breaking before the learning session begins.</p>
Main Activity	<p>The tutor shows flash cards containing descriptions and writing related to work. The tutor explains the rules of the game, where each learners' is given the opportunity to take a card but cannot see what is on the card, so each learners' has their own card. Learners whose turn it is to guess will name 1 word as a clue from the flash card they guessed. Other learners' will only give a yes/no response to the clue given by the learners' who guessed.</p> <p>Next, the tutor will choose who will start first. Each person is given the opportunity to only mention 5 words in guessing, then it will move to the next learners' to guess. Every tutor who successfully guesses will get points.</p>

Closing	The tutor provides a review of the vocabulary and grammar spoken by the learner during the learning process and the tutor also reminds the learners' to stay enthusiastic and continue learning English. Last but not least Tutors saying wassalammualaikum.
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FIELDNOTES

ANALYZING THE TUTORS TEACHING STRATEGIES IN ENHANCING THE LEARNERS' ENGLISH SPEAKING SKILLS (A Case Study at the English Language Community of EZPZ)

Nama Komunitas Bahasa Inggris : EZPZ English Community
Nama Tutor : Fahrul Achsan Saputra
Day/Date of Interview : 28 Juni 2024
Place : Sekretariat EZPZ English Community

	Description
Opening	<p>The tutor opened the lesson by saying greetings. After that, the tutor asked the learners' how they are, then the tutor asks the learners' to pray according to their respective beliefs. Finally, the tutor does ice breaking before the learning session begins.</p>
Main Activity	<p>The tutor shows a scrabble board, 100 tiles with 98 tiles containing valuable letters and 2 empty tiles. The tutor explains the rules of the game where each player will be given 7 tiles that they pick at random. The first player starts by arranging words from the boxes in the middle horizontally or downwards. After the first player has finished, the next player composes intersecting words from the letters that the previous player has arranged.</p> <p>When they have placed tiles on the board, each player must take another tile according to what he put out. Every time a player finishes playing his turn, he must count the points he earned. Tiles that have been arranged on the board cannot be moved, empty tiles can be made into any letters but do not get points. Players can use their turns to compose words or swap the letters they have</p>

Closing	The tutor provides a review of the vocabulary and grammar spoken by the learner during the learning process and the tutor also reminds the learners' to stay enthusiastic and continue learning English. Last but not least Tutors saying wassalammualaikum.
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Appendix 4 Interview Script

Nama Tutor : Nanda Hidayat

Day/Date of Interview : 16 Juni 2024

Kelas : Beginner

R: Bismillah, Assalamualaikum Kak.

T: Waalaikumsalam, kak

R: Mohon maaf mengganggu waktunya kak. Sebelumnya perkenalkan nama saya Jumrawati dari Universitas Muhammadiyah Makassar, izin melakukan wawancara terkait proses pengajaran di EZPZ kak?

T: Iya kak Jum, Silahkan.

R: Iya kak, terimakasih. Kalau boleh tau, apa yang kakak persiapkan sebelum memulai meeting session?

T: Baik, kak. Jadi yang saya persiapkan terlebih dahulu tentunya diri saya terlebih dahulu, seperti belajar dan memahami pembelajar. Karena jika kalau kita badmood akan berpengaruh ke proses pembelajaran.

R: Kalau untuk medianya kak?

T: Iya kak, jadi di EZPZ itu sudah ada yang Namanya modul Cambridge, jadi itu saja yang saya pelajari kak.

R: iye kak. Selanjutnya, strategi apa yang kakak gunakan dalam pengajaran speaking di EZPZ?

T: Baik kak Jum, seperti yang kakak lihat dalam observasi sebelumnya saya menggunakan strategi picture describing dengan menggunakan modul camridge.

R: iya kak, saya juga lihat kakak menggunakan strategi brainstorming dalam proses pembelajaran kak.

T: Iya kak, selain itu saya juga menggunakan strategi brainstorming dalam proses pengajaran speaking.

R: Kalau boleh tau mengapa kakak menggunakan strategi tersebut dalam proses pembelajaran?

T: Saya menggunakan strategi describing picture dan brainstorming dalam pengajaran speaking dengan menggunakan modul Cambridge sebagai media pembelajaran. Menurut saya kedua strategi tersebut merupakan strategi yang efektif dalam meningkatkan kemampuan berbicara bahasa Inggris pembelajar karena mereka dapat lebih percaya diri dalam berbicara tanpa adanya rasa takut dalam melakukan kesalahan, pembelajar juga lebih kreatif dalam menyusun kata-kata dalam bahasa Inggris, belajar memahami kata-kata bahasa Inggris yang mereka ketahui sebelumnya, mampu mengungkapkan ide-idenya, mampu mendeskripsikan sesuatu seperti gambar dan tentunya hal ini dalam meningkatkan keterampilan berbicara pembelajar serta mampu meningkatkan kepercayaan dirinya.

R: Baik kak, kemudian bagaimana cara kakak membuat pembelajar lebih aktif berbicara?

T: Pada kedua strategi ini dan proses pembelajaran lainnya khususnya speaking saya selalu memberikan pertanyaan pemantik agar mereka lebih bisa mengeluarkan ide-idenya untuk diucapkan.

R: Selain itu ada lagi kak?

T: Mmm, saya juga sering memberikan mereka motivasi untuk terus belajar berbicara bahasa Inggris dengan percaya diri.

R: Baik, kak. Kalau boleh tau apa tantangan yang kakak hadapi dalam menerapkan strategi tersebut kepada pembelajar.

T: Banyak sekali kak Jum. Di awal-awal itu mereka pengetahuan vocabularynya sangat minim apalagi grammarnya kak. Tapi di EZPZ kami memakluminya karena kan masih di level pemula.

R: Selain itu, apa lagi kak?

T: Mereka juga sangat takut melakukan kesalahan kak, malu dengan teman-teman lainnya. Ada juga beberapa yang cemas saat berbicara kak sampai tidak percaya diri. Terus kalau di pembelajaran onlinenya ini kak, lebih ke mereka kurang perhatian. Entah karena jaringan atau apa yahh kak.

R: Kenapa itu kak?

T: Terkadang, dia mematikan kameranya kak, dipanggil-panggil lama merespon. Kalaupun merespon terkadang minta suruh ulang perkataan ku kak.

R: Wah, banyak-banyak juga tantanganya kak. Jadi bagaimana cara kakak dalam menangani rasa tidak percaya diri pembelajar?

T: Memberikan motivasi kak, kalau dalam pembelajaran itu perlu Namanya proses dan dalam hal ini semua jawaban benar, dan saya juga memperbolehkan mereka mix bahasa.

R: Kalau yang lainnya kak?

T: Ya, terkadang saya juga memberikan beberapa pertanyaan pemantik kak agar kalau mereka stuck bisa lanjut lagi.

R: Baik kak, kalau boleh tau kak, bagaimana mereka belajar grammar dan vocabulary agar bisa speaking?

T: Iye kak, sebelum sesi speaking itu kak. Ada yang Namanya grammar drill. Jadi khusus untuk memperbaiki grammar dan menambah vocab kak. Jadi ada juga khusus speaking.

R: Mmm, seperti itu yahh kak.

T: Iye kak.

R: Kembali lagi kak, bagaimana cara kakak membangun komunikasi dengan pembelajar dengan menggunakan strategi tersebut di meeting session?

T: Pertama picture describing dulu kak yahh, jadi saya menunjukkan gambar yang dapat memicu imajinas pembelajar dan memberikan pertanyaan pemantik. Selain itu, membuat suasana kelas lebih menyenangkan agar mereka tidak takut. Kemudian, kalau di brainstorming saya selalu menerapkan kalau semua jawaban benar agar para pembelajar dapat berbicara sebisanya.

R: Terakhir kak, apakah ada tes untuk mengetahui bahwa speaking pembelajar meningkat atau tidak?

T: Iya kak, dulunya tesnya diakhir periode. Tapi Apakah mereka naik level atau tidak.

R: Baik kak, terimakasih banyak mohon maaf mengganggu waktunya. Wassalamualaikum warohmatullahi wabarokatuh.

T: Sama-sama kak Jum.

Nama Tutor : Fachrul Achsan Saputra
Day/Date of Interview : 29 Juni 2024
Kelas : Basic

R: Bismillah, selamat siang kak

T: Siang

R: Sebelumnya perkenalkan nama saya Jumrawati dari Universitas Muhammadiyah Makassar, izin melakukan wawancara terkait proses pengajaran di EZPZ kak?

T: Iye, boleh Jum

R: Iye, baik. Sebelumnya apa saja yang kakak persiapkan sebelum memulai meeting session?

T: Sebelumnya yang saya persiapkan yaitu diri saya dulu, seperti belajar. Karena sebelum kita mengajar kita harus mengetahui materi terlebih dahulu agar ketika kita ditanya kita juga bisa jawab dan memberi pemahaman pada pembelajar. Selain itu, tentunya menyiapkan materi dan media pembelajaran.

R: Kalau boleh tau medianya seperti apa kak?

T: Ya, seperti yang Jum lihat pada saat observasi, seperti flash card, papan tulis, dan lain sebagainya.

R: Oh iya, baik kak. Kemudian, strategi apa yang kakak gunakan dalam pengajaran speaking?

T: Strategi yang paling sering saya gunakan itu brainstorming speaking, setelah itu saya selangi dengan bermain games.

R: Selain dari strategi itu sudah tidak ada lagi kak?

T: Sesekali saya juga pakai strategi group discussion dalam proses pembelajaran. Selebihnya lebih ke pemaparan materi grammar.

R: Jadi untuk praktik berbicaranya seperti apa kak?

T: Untuk praktinya seperti pada saat brainstorming mereka dapat mengeluarkan ide-idenya sesuai dengan apa yang dipikirkan begitu juga di diskusi. Kalau digames, mereka bisa menyebut/mendeskrripsikan gambar.

R: Oh iya kak, kalua boleh tau kenapa kakak menggunakan strategi tersebut dalam proses pengajaran?

T: Jadi Jum, saya gunakan strategi tersebut karena lebih efisien.

R: Boleh diberikan contohnya kak?

T: Contohnya di strategi brainstorming. Dalam penerapan strategi itu rulesnya semua jawaban benar. Jadi, pare pembelajar itu tidak takut-takut mengeluarkan pendapatnya. Terus di games, mereka bisa bermain sembari belajar bahasa inggris seperti mendeskripsikan gambar di flashcard, memperbanyak kosa kata di scrumble. Di diskusi, mereka bebas berpendapat dengan teman-temannya.

R: Iye kak. Kemudian, apa tantangan kakak dalam menerapkan strategi tersebut dalam mengajar speaking?

T: Wah, kalau itu mereka masih kebanyakan takut-takutnya jum dalam berbicara. Terkadang malu sama temannya kalau melakukan kesalahan.

R: Selain itu, apa lagi kak?

T: Terkadang juga mereka tidak memperhatikan pembelajaran, entah karena ada masalahnya diluar sampai terbawa sampai proses pembelajaran.

R: Bagaimana cara kakak mengatasi ketidak percayaan pembelajar di depan teman-teman.

T: Yaa, jadi seperti pada penerapan-penerapan strtageinya saya memberikan motivasi dan semangat kepada pembelajar, bahwasanya semua jawaban benar. Dan kalau pun mereka mau mix juga tidak apa-apa.

R: Seperti itu yah kak, kemudian bagaimana cara kakak dalam menangani tantangan lainnya?

T: Iyya, contohnya ketika mereka stuck saya memberikan pertanyaan-pertanyaan pemantik agar mereka dapat terus berbicara.

R: Baik, Kak. Jadi bagaimana kakak membangun komunikasi dengan pembelajar menggunakan strategi tersebut?

T: Kalau di brainstorming saya memberikan pertanyaan terbuka, mencatat ide-ide pembelajar agar mereka merasa didengar dan dihargai, kemudian memberikan pertanyaan pemantik untuk mengembangkan ide-idenya.

R: Kalau di strategi diskusi dan permainan bagaimana kak?

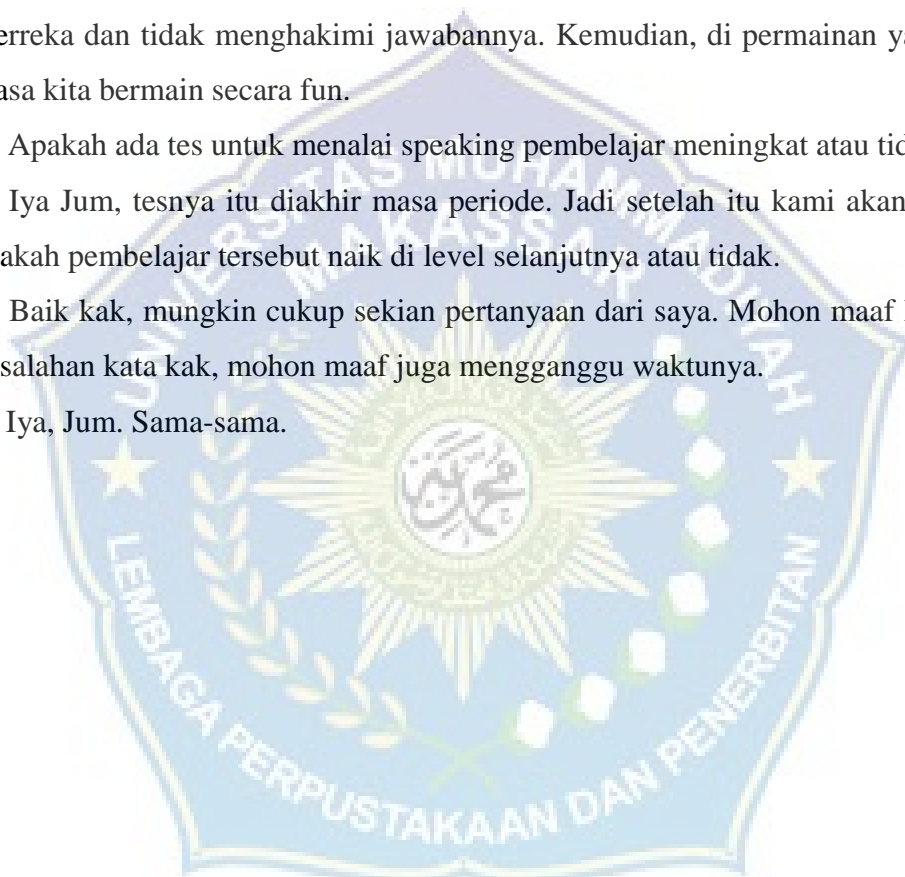
T: Kalau di diskusi, membuat suasana yang nyaman dan santai agar pembelajar tidak merasa tegang saat proses pembelajaran, kemudian mengajukan pertanyaan pemantik untuk mendorong pembelajar untuk memikirkan idenya, mendengarkan merreka dan tidak menghakimi jawabannya. Kemudian, di permainan yaa seperti biasa kita bermain secara fun.

R: Apakah ada tes untuk menalai speaking pembelajar meningkat atau tidak?

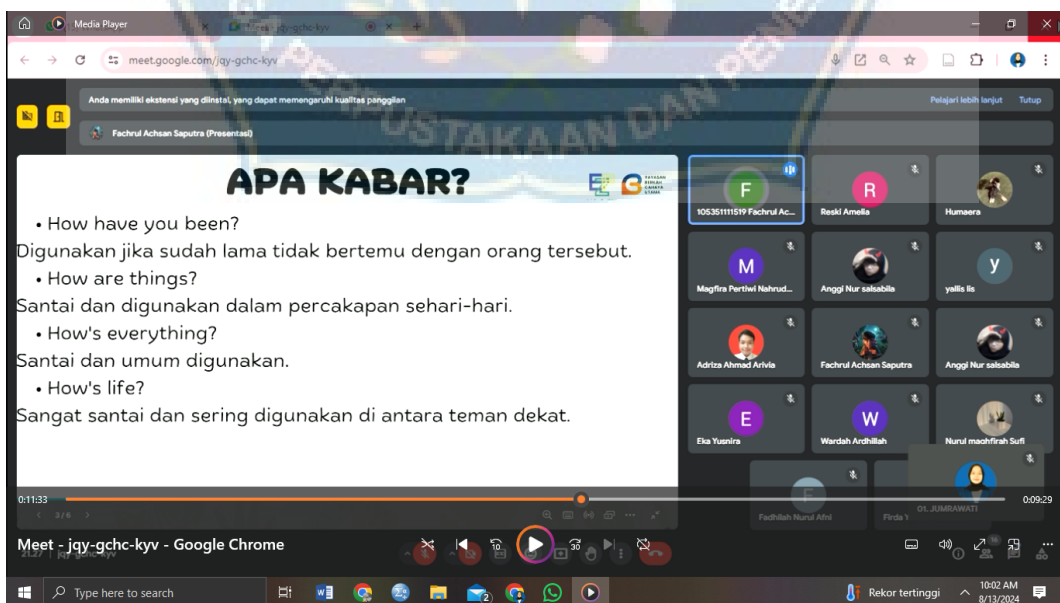
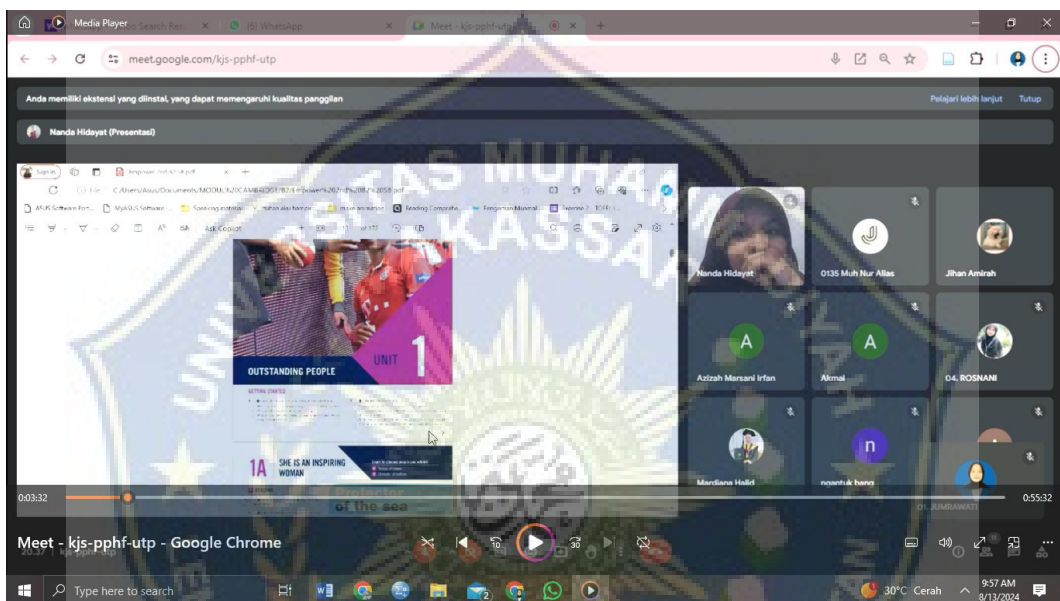
T: Iya Jum, tesnya itu diakhir masa periode. Jadi setelah itu kami akan tentukan apakah pembelajar tersebut naik di level selanjutnya atau tidak.

R: Baik kak, mungkin cukup sekian pertanyaan dari saya. Mohon maaf kalau ada kesalahan kata kak, mohon maaf juga mengganggu waktunya.

T: Iya, Jum. Sama-sama.



Appendix 5 Documentation

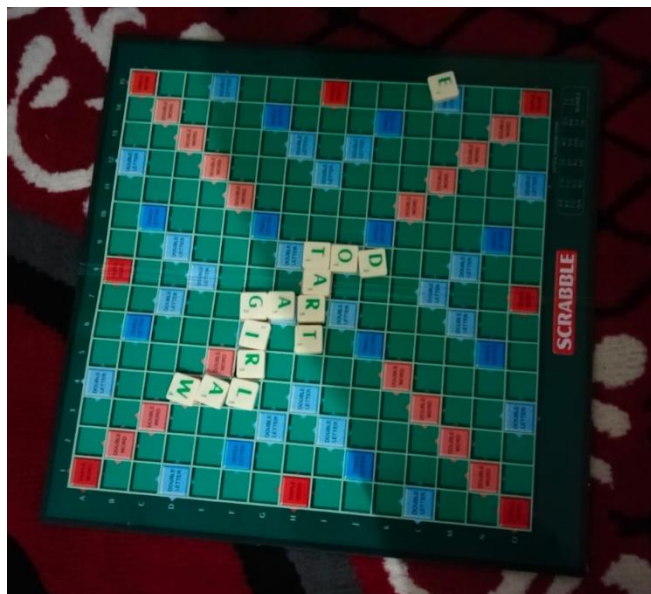


Online Learning in Beginner Class



Learning Process in Basic Class







Interview Session



Appendix 6 Surat Keterangan Bebas Plagiat



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat kantor: Jl.Sultan Alauddin NO.259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Jumrawati
Nim : 105351100120

Program Studi : Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	10 %	10 %
2	Bab 2	12 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	6 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 14 Agustus 2024
Mengetahui,

Kepala UPT- Perpustakaan dan Penerbitan,



Jl. Sultan Alauddin no 259 makassar 90222
Telepon (0411)866972,881 593, fax (0411)865 588
Website: www.library.unismuh.ac.id
E-mail: perpustakaan@unismuh.ac.id

Appendix 7 Surat Pengantar Penelitian



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0411-860837 / 860132 (Fax)
Email : fkip@unismuh.ac.id
Web : <https://fkip.unismuh.ac.id>

Nomor : 16452/FKIP/A.4-II/VI/1445/2024
Lampiran : 1 (Satu) Lembar
Perihal : Pengantar Penelitian

Kepada Yang Terhormat
Ketua LP3M Unismuh Makassar
Di -
Makassar

Assalamu Alaikum Warahmatullahi Wabarakatuh

Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : JUMRAWATI
Stambuk : 105351100120
Program Studi : Pendidikan Bahasa Inggris
Tempat/ Tanggal Lahir : Bantaeng / 30-05-2002
Alamat : Jl.Lingkar Sasaya

Adalah yang bersangkutan akan mengadakan penelitian dan menyelesaikan skripsi dengan judul: Analyzing the Tutors' Teaching Strategies in Enhancing the Learners' English Speaking Skills

Demikian pengantar ini kami buat, atas kerjasamanya dihaturkan *Jazaakumullahu Khaeran Katsiraan.*

Wassalamu Alaikum Warahmatullahi Wabarakatuh.

Makassar, 6 Jumadal Ula 1441 H
10 Juni 2024 M

Dekan



Erwin Akib, M.Pd., Ph.D.
NBM. 860 934





MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 259 Telp.866972 Fax (0411)865588 Makassar 90221 e-mail :lp3m@unismuh.ac.id

Nomor : 4474/05/C.4-VIII/VI/1445/2024

12 June 2024 M

Lamp : 1 (satu) Rangkap Proposal

06 Dzulhijjah 1445

Hal : Permohonan Izin Penelitian

Kepada Yth,

Bapak Gubernur Prov. Sul-Sel

Cq. Kepala Dinas Penanaman Modal & PTSP Provinsi Sulawesi Selatan

di -

Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor: 16452/FKIP/A.4-II/VI/1445/2024 tanggal 10 Juni 2024, menerangkan bahwa mahasiswa tersebut di bawah ini :

Nama : **JUMRAWATI**

No. Stambuk : **10535 1100120**

Fakultas : **Fakultas Keguruan dan Ilmu Pendidikan**

Jurusan : **Pendidikan Bahasa Inggris**

Pekerjaan : **Mahasiswa**

Bermaksud melaksanakan penelitian/pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"Analyzing the Tutors' Teaching Strategies in Enchancing the Learners' English Speaking Skills (A case Study at The English Community of EZPZ) "

Yang akan dilaksanakan dari tanggal 14 Juni 2024 s/d 14 Agustus 2024.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,



Muh. Arief Muhsin, M.Pd.

NBM 1127761

06-24

Appendix 8 Surat Keterangan Selesai Meneliti



Elevating Zeniths of Proficiency and Zest English Community
(The Social Institution for Education and Human Resources Development)

Sekretariat: Jl. Minasa Upa Satu, Gn. Sari, Kec. Rappocini,

Kota Makassar, Sulawesi Selatan 92114

Telepon: 081242173447/085241082857, Surel : ezpzengcom23@gmail.com





Appendix 9 Acceptence Letter (LOA)



**MAJELIS DIKTILITBANG PP MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PRODI PENDIDIKAN BAHASA INGGRIS**

Jalan Sultan Alauddin No. 259 Makassar
Telp : 0811 1782101 (Secretary)
Email : prodibg@unismuh.ac.id
Web : bg.fkip.unismuh.ac.id

بِسْمِ اللّٰهِ الرَّحْمٰنِ الرَّحِیْمِ

LETTER OF ACCEPTANCE
0906/BG-FKIP/LOA/B/VIII/1446/2024

Dear JUMRAWATI

It is our pleasure to inform you that, after reviewing your paper:
ANALYZING THE TUTORS' TEACHING STRATEGIES IN ENHANCING THE LEARNERS' ENGLISH SPEAKING SKILLS (Case Study at the English Language Community of EZPZ)
The manuscript ID: 1559

Detail checklist:

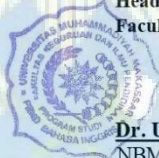
Checkpoint	Yes	No
The author has sent the manuscript by using the institutional email	√	
the author has submitted the manuscript through the open journal system (OJS)	√	
The manuscript according to the limitations or description of the journal	√	
LoCT has been submitted by the author	√	
The manuscript has followed the existing templates	√	
The article processing charge (APC) has been submitted by the author	√	

has been ACCEPTED to publish with **English Language Teaching Methodology**, ISSN (paper) 2828-1586 ISSN (online) 2810-0352. We appreciate your contribution.

We will let you know if you must make any modification as the reviewer's comments. Once your manuscript is moved to publishing, our production editor will inform you. Please feel free to email us with any questions at eltm@bg.unismuhmakassar.ac.id

Makassar, 17 August 2024 M
13 Shafar 1446 H

**Head of English Education Department
Faculty of Teacher Training and Education**



Dr. Ummi Khaerati Svam, S.Pd., M.Pd.
NBM. 977 807



CURRICULUM VITAE



Jumrawati is the name of the author of this thesis.

Born on May 30, 2002, in Bantaeng, South Sulawesi.

The author is the youngest child of Mr. Baso and Mrs.

Salma.M, has one older brother named Fajar and one

young brother named Taufik Rahmat Hidayat. The

author first entered education at SDN 21 Tangnga-

Tangga in 2008 and graduated in 2014. In the same year the author continued

her education to SMP Negeri 1 Bissappu and graduated in 2017. After graduating

from junior high school, the author continued to SMA Negeri 2 Bantaeng and

graduated in 2020. Then, in 2020 the author was registered as a student at English

Education Department, Faculty of Teacher Training and Education, Universitas

Muhammadiyah Makassar. With the blessing and grace of Allah SWT, prayers

and support from my beloved family, all friends, the researcher was able to

complete her studies at the Universitas Muhammadiyah Makassar with the thesis

“Analyzing the Tutors Teaching Strategies in Enhancing the Learners’ English

Speaking Skills (Case Study at English Language Community of EZPZ)”.