TUTORS' STRATEGIES IN SPEAKING CLASS OF ENGLISH TUTORIAL PROGRAM AT UNIVERSITAS MUHAMMADIYAH SURAKARTA IN 2017/2018 ACADEMIC YEAR

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Surakarta, 5 April 2018

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TUTORS' STRATEGIES IN SPEAKING CLASS OF ENGLISH TUTORIAL PROGRAM AT UNIVERSITAS MUHAMMADIYAH SURAKARTA IN 2017/2018 ACADEMIC YEAR

Abstrak

Penelitian ini di tujukan untuk mengetahui strategi tutor-tutor di dalam proses pengajaran kelas berbicara dan kesulitan yang di hadapi persepsi oleh tutor-tutor di English Tutorial Program di Universitas Muhammaadiyah Suarakarta di tahun akademik 2017/2018. Tipe penelitian ini adalah pendekatan kualitatif khususnya menggunakan penelitian fenomena. Metode pengumpulan data di penelitian ini menunjukkan beberapa penemuan seperti: 1) menggunakan strategi secara personal, 2) strategi membawa pengaruh dalam perkembangan mahasiswa, dan 3) kesulitan memanajemen kelas. Peneliti menyimpulkan bahwa tutor-tutor di English Tutorial Program di Universitas Muhammadiyah Surakarta menggunakan strategi dengan pilihan tutor-tutor itu sendiri terhadap mahasiswa yang bukan berasal dari jurusan bahasa inggris untuk meningkatkan kemampuan mahasiswa di kelas berbicara, strategi oleh tutor-tutor mempunyai pengaruh positif terhadap kemajuan mahasiswa, dan tutor-tutor mempunyai kesuliatan di manajemen kelas selama proses belajar mengajar di kelas berbicara di English Tutorial Program di tahun akademik 2017/2018.

Kata kunci: strategi tutor, strategi pribadi, dampak strategi, dan kesulitan manajemen kelas.

Abstract

This research is aimed to investigate the tutors' strategy in process of teaching speaking class perceived by tutors and the difficulty faced by tutors in English Tutorial Program at Universitas Muhammadiyah Suarakarta in 2017/2018 academic year. The type of this research is qualitative approach, especially phenomenology research. The method of collecting data in this research is interview. The result of the research showed that there are several findings such as; 1) Using personality strategy, 2) the strategy brings impact on students' progress, and 3) class management difficulty. The researcher conclude that the tutors in English Tutorial Program at Universitas Muhammadiyah Surakarta used the strategy by the tutors' preference towards non-English department students to improve students' ability in speaking class, the tutors' strategy have positive effect toward students' progress, and the tutors have difficulty in class management while teaching-learning process in speaking class of English Tutorial Program in 2017/2018 academic year.

Key words: the tutors' strategy, personality strategy, the impact of the strategy, and class management difficult.

1. INTRODUCTION

In general, teaching and learning process, teachers employ a certain strategy to achieve the learning objective and assist students to master the material effectively. Oxford (2002) stated that, the strategy will make easier, effective, self-directed, and easy for aquisition in new situations in teaching-learning process. Therefore, the teachers use the strategy to reach goals according to the learning objectives for the students in formal or non-formal class.

Moreover, the strategy is one of the important aspects of English teaching-learning process. In English, there are four skills that should be mastered. They are listening skill, writing skill, reading skill, and speaking skill. Speaking skill is a productive skill that important in communication and needs more practice. As Goh (2007) stated that, speaking is essential skill for language learners. Therefore, speaking is an essential subject that needs practice and performance.

Teaching speaking also has a similar mechanism that requires a complex task and preparation. The goal of language teaching speaking is to develop communicative competence (Fauziati, 2009). Moreover, in English especially speaking skill is one of the lessons in which many students learn English half-heartedly (Elizabeth and Rae, 2004). For the reason, it gives impact on poor ability and competence in understanding English communication skill especially in Indonesian learners. The English subject has undergone improvement in Indonesia from the elementary school level to high school in the higher education level. There are number of implementations of English language program on university. It is one of universitieswhich has already become international campus with many foreign language studies such as Universitas Muhammadiyah Surakarta.

Thus, there are four programs in Universitas Muhammadiyah Surakarta, which develop in the field of English skills. First is Saturday English Gathering (SEGA). Program English skills for new students of English Department Education which held once in a week on saturday. Second,

Muhammadiyah University English Course (MUEC) is a program unit of organization in about English course for students in UMS. Third, MEDS (Muhammadiyah English Debating Society) is a program unit organization about English learning debate. Fourth, English Tutorial Program (ETP) is a program from LPIDB (Lembaga Pengembangan Ilmu-ilmu Dasar Bahasa). It is a department which concern on basic sciences of language institute of UMS, as a coordinator of general lecture courses, such as service of language training, service for developing language and language test, strategy, evaluation training (Indonesian and English), and standardized test services of English skill for students at UMS.

From the explanation of the four English programs above, the researchers interested in researching ETP because, ETP (English Tutorial Program) is newly implemented which a program that holds since the year 2015 until now in 2017/2018 academic year. English Tutorial Program (ETP) is from LPIDB (Lembaga Pengembangan Ilmu-ilmu Dasar Bahasa)team that refers to the skills of English language as a required subject outside the classroom informally at Universitas Muhammadiyah Surakarta. ETP is also a place for 3rd to 8th semester of active students to develop and explore their teaching skill.

The researcher will focus on English Tutorial Program (ETP) because the ETP program is newly less than three years implemented, and certainly there are many needed to be evaluated and still need to be developed specifically. It is important becausefor program to be more confident, successful, and better quality for enhance students learning effectively, Giancola(2014). Then, LPIDB (Lembaga Pengembangan Ilmu-ilmu Dasar Bahasa) aims to develop language as teaching media for fifth to eighth semesters' students and also first to the second semester of non-English department.

Therefore, the researcher focuses on tutors because of the tutor as a role towards knowledge, skills, and the ability for first to the second semester of non-English students department. In this learning activity, tutors plays important role, in the development of their English language, and as a facilitator to achieve language acquisition. In the other side, in terms of

tutors, they are less professional in teaching and less mastering the English materials especially speaking skill because they are also students at the university level. Therefore, understanding the perpective of the tutors who as teacher in ETP program will be well worth of research.

In the current study, the researcher wants to investigate how the use of tutors' strategy perceived by tutors and to identify what are the difficulties (if there are any difficulties) that faced by tutors in process of teaching speaking class. Therefore, the researcher wants to describe and analyze based on their teaching experience in English Tutorial Program at Universitas Muhammadiyah Surakarta in 2017/2018 academic year.

2. RESEARCH METHOD

This research about the tutors' strategy of speaking class in English Tutorial Program at Universitas Muhammadiyah Surakarta in 2017/2018 academic year. The type of this research is qualitative research especially phenomenology study. The phenomenology is a research of the experiencing of selected phenomena in the life world of individuals that are able to connect with the experience of all of us collectively by Byrne (2001). However, in conducting this research the researcher did interview as the type of collecting data in the research. This research is aimed to investigate the teaching experience in using strategy of speaking class for non-English department students in English Tutorial Program perceived by the tutors in 2018/2018 academic year.

3. FINDING AND DISCUSSION

In this section discuss about the data taken from the interview with the tutors of English Tutorial Program at Universitas Muhammadiyah Surakartain 2017/2018 academic year. The interview data focus on the tutors' strategy and the difficulty that faced by the tutorswho teach English language in speaking class for the non-English department students on first to second semester studentsperceived by the tutors.

The collected data for this research is interview transcripts. The interview was conducted to investigate how the tutors' strategy and what the difficulties which faced by tutors in speaking class of English Tutorial Program perceived by the tutors at Universitas Muhammadiyah Surakarta. From the data collected, the researcher analyzed the data and divided into several themes. The themes were stimulated throught the researcher'interpretation of the data collected then to be coffered to the supervisor. Then after it found the last themes which related with problem statement. There are three themes: Using personality strategy, the strategy brings impact on students' progress, and class management difficulty. The explanation the themes, as follow:.

3.1 Using Personality Strategy

Personality strategy is the strategy that used for teaching-learning activity towards students based on personal preference, thus, the researcher called personality strategy. The researcher found that, the term of tutors' experience here refer to the strategy that used for non-English department students in ETP is implemented by their own belief and preference. The tutors use the strategies based on their conceptions.

They assume the strategy is suitable for students in university level. The strategy is tend to be easy for tutors and students which make students them active in group activity toward ETP materials. The tutors assume that the strategy was basic and simple for non-English students department. It was appropriate to improve their speaking skill in English language perceived by the tutors.

My strategy is basic and simple

The characteristic is simple to improve confident for increasing their speaking skill

Because, in my opinion that the strategy appropriate for students

The tutors use fun strategy for being the students active to express their ideas according to materials book of English Tutorial Program (ETP), as follows:

The strategy that important, they are fun and not too restrained

How the way to deliver is fun like own brother/ sister, not exactly as the teacher in general

The tutors use kinds of activities classroom which familiar in use, such as, story telling, question-answer, discussion, game, translation, speech and role-playing. The strategies that used are more effective for their students by using various method and activities, which following below:

The learning strategies is prefer in discussion, question-answer
The most effective strategy is like all active in question and answers each other

Using learning strategies in speaking skill. I am using discussion, presentation, game, question-answer, translation. There is question and answer session

The strategies that in used are speech, discussion, question and answer, and game

The tutors' perception is the strategy that used to encourage students' idea and students' attitude during speaking class activity.

Those strategies can make them active for speaking
Cannot be too bored

This strategy can also activate the class because the students must pay attention and as questions about the stories that have been disclosed his/her friends

Hence, their strategy can avoid the difficulty such as boring and can not active which faced by students for speaking English in front of her or his friends in English Tutorial Program (ETP) class.

3.2 The Strategy Brings Impact on Students' Progress

The tutors assume that their strategies can give impact for non-English students department in speaking class of English Tutorial Program (ETP) at Universitas Muhammadiyah Surakarta. It showed that

tutors's strategies have positive important role in teaching learning process to develop students' knowledge and skill in English language especially speaking skill. The tutors' strategy and styles make contribution to non-English students' ability through learning experiences in English language skill.

Their feedback is good, from them to be understood gradually, understand the material. In the first time, they are rowdy but afterwards, pay attention

Their progress is average increase. Hence, the students who are shy before then now are slightly confident

From each tutorial, thus a bit more confident is increasing

They feel, it can add the vocabulary and active

The majority of them could catch from what I explain and they can give examples

Therefore, the tutors' strategies has effectiveness for making students in good progress such as active, confident, and understand the quality of English language especially speaking skill.

3.3 Class Management Difficulty

The tutors are hard to handle students and organize students to make them discipline during lessons. Tutors feel confuse to control the students to pay attention towards materials, activities, and tutor's explanation. The tutors are difficult to make students confident that they hard to explore their ideas and expression in front of the ETP class.

The tutors feel that the students are less interest for speaking English orally. Hence, they do itby instant practice such as always reading their notes word by word, complaint when practice, less cooperative towards tutors, and less confident. The facts that mention the problem, as follows:

Difficult for conditioning them

How they can be focused, thus they look everywhere

Difficult for conditioning the students because too rowdy

Acceptance is difficult because they lack focus and playing their own hand phone

Sometimes they were sleepy

Sometimes chatting each other

There is who still extracted with Google translate

The average, they were reading and could not improve

When, I give assignment to speech, for their individual are complaining
They sometimes do not cooperative, hence do not follow my instructions and suggestions

Their ability, they difficult to execute when without reading
The using presentation is usually for the materials that hard. They sometimes have daydreaming, complaint

The students are less skill in English language especially in speaking skill. Then, the students are lack in vocabulary and difficulty in understanding the materials in English language. Beside that, The students have less motivation to learn English language. It is because of the students have not proper basic background in English.Then, makes tutors less in performance in front of the students.The following extract help to explain this problem:

Less critical thinking, when I order to make an example. Their sentences is not much different with my example

The obstacles, when speaking, because they are also less ability of the students, sometimes forget the vocabulary
Teach them is more difficult because they have not big enthusiasm

Maybe, because they do not like English language and they are not from English department

The tutor's experience during as tutor in English Tutorial Program (ETP) at Universitas Muhammadiyah Surakarta, They are difficult to implement the English Tutorial Program (ETP) materials because the place which problematic. The facts that as follows:

The obstacles, the place is not comfortable because my voice is low, hence, many are asking, "how mbak, what mbak?", because very soft voice

The environment is crowded; therefore it seems difficult, until I am screaming

The place is difficult approximately and less effective

From the quotations above, the tutors assume that the place is less effective process and make them uncomfortable for teaching-learning English language in English Tutorial Program at Universitas Muhammadiyah Surakarta.

4. CONCLUSION

Based on the research finding and discussion in this research, the researcher draws conclusion as follows:

The tutors of English Tutorial Program (ETP) at Universitas Muhammadiyah Surakarta use personality strategy. The term of tutors' experience here refer to the strategy that used for non-English department students in ETP is implemented by their own belief and preference. The tutors use basic, simple, fun, and easy. Then, tutors use kinds of activities classroom, such as, story telling, question-answer, discussion, game, translation, speech and role-playing. The tutors assume that, these are effective for the non-English department students.

The tutors' strategy in English Tutorial Program (ETP) at Universitas Muhammadiyah Surakarta brings impact on students progress and good feedback during class activity in speaking class. The tutors' strategy and styles make contribution to non-English students' ability and progress through learning of speaking skill experience.

The tutors of English Tutorial Program (ETP) have difficulties in class management while teaching-learning process of speaking class. The tutors are difficult to handle and organizethe non-English department students. The tutors' difficulty is in delivering and managing the materials of speaking skill in ETP class because the students are less skill, less interest, less confident, less cooperative, less motivation. Beside that, based on tutors' experience during as tutor in ETP, they difficult to implement the materials because uncomfortable place. Thus, the place is less effective for teaching-learning activity in English Tutoraial Program at Universitas Muhammadiyah Surakarta.

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