

Techniques Applied by Tutors in Teaching Speaking to Members of English Tutorial Program In EFL Context

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Abstrak

Studi ini menganalisis teknik pengajaran berbicara dan peran tutor di English Club Bantul dalam konteks Bahasa Inggris sebagai Bahasa Asing (EFL). Beroperasi di negara yang sedang berkembang di mana bahasa Inggris jarang digunakan dalam komunikasi sehari-hari atau administratif, para pembelajar menghadapi hambatan psikologis dan linguistik yang rumit. Dengan menggunakan pendekatan studi kasus kualitatif, data dikumpulkan melalui wawancara semi-terstruktur, observasi kelas pasif, dan dokumentasi. Temuan menunjukkan bahwa tutor berhasil mengurangi kendala pembelajaran EFL dengan menerapkan 'Metode Pendekatan Pribadi' yang berpusat pada siswa secara eksplisit. Secara teoritis dibingkai oleh pedagogi Harmer, para tutor secara dinamis beralih melalui delapan peran instruksional: pengontrol, pengorganisir, penilai, pemberi petunjuk, partisipan, sumber daya, tutor, dan pengamat. Teknik instruksional yang diterapkan secara sistematis mencakup pengenalan fitur bahasa, aktivasi pemrosesan kognitif-sosial struktural, dan tugas komunikatif interaktif. Sinkronisasi peran pedagogis berlapis-lapis ini dan teknik yang dikontekstualisasikan mengoptimalkan keterlibatan berbicara siswa, sebagaimana dibuktikan oleh testimoni publik pengguna yang sangat memuaskan. Studi ini menyiratkan bahwa pendekatan humanistik yang fleksibel dan tidak dapat digeneralisasikan sangat penting untuk mendukung kemampuan berbicara orang dewasa dalam lingkungan EFL non-formal.

Kata kunci: kelas EFL; Klub Bahasa Inggris Bantul; pendekatan personal; teknik berbicara; peran guru

Abstract

This study analyzes the speaking teaching techniques and tutor roles at English Club Bantul within an English as a Foreign Language (EFL) context. Operating in an expanding circle country where English is rarely utilized in daily or administrative communications, learners face intricate psychological and linguistic barriers. Using a qualitative case study approach, data were gathered through semi-structured interviews, passive classroom observations, and documentation. The findings reveal that tutors successfully mitigate EFL learning constraints by executing an explicit student-centered 'Personal Approach Method.' Theoretically framed by Harmer's pedagogy, the tutors dynamically transition across eight instructional roles: controller, organizer, assessor, prompter, participant, resource, tutor, and observer. The instructional techniques implemented systematically encompass language feature introduction, structural cognitive-social processing activation, and interactive communicative tasks. The synchronization of these multi-layered pedagogical roles and contextualized techniques optimizes students' speaking engagement, as corroborated by high-satisfaction user public testimonials. This study implies that flexible, non-generalizable humanistic approaches are essential for scaffolding adult oral proficiency in non-formal EFL settings.

Keywords: efl classroom; english club bantul; personal approach; speaking techniques; teacher roles

1. INTRODUCTION

In reference to Braj Kachru's seminal three language circles framework, Indonesia is structurally positioned within the Expanding Circle. This status designates English strictly as a foreign language (EFL), implying that the language does not maintain an official administrative status nor function as a primary medium for daily societal interaction. Paradoxically, the demands of contemporary globalization have positioned oral English proficiency as an imperative asset within academic and professional domains. Among the macro linguistic skills, speaking stands as the most demanding and pedagogically intricate competence to acquire. Communicative fluency does not merely necessitate raw grammatical and lexical internalization; it demands real-time sociolinguistic appropriateness, discourse coherence, and strategic compensation strategies during spontaneous oral production.

In traditional formal educational setups across Indonesia, speaking instruction frequently suffers from mechanical constraints, large class sizes, and rigid evaluation systems that prioritize written grammar drills over communicative exposure. Consequently, learners struggle with severe expressive blockages, language anxiety, and a total lack of spontaneous word retrieval when prompted to speak on the spot. While the communicative approach and subsequent humanistic methodologies have historically attempted to position the learner at the absolute center of classroom practices, literal applications often result in pedagogical neglect, where instructors passively minimize their roles under the guise of student autonomy. This operational dichotomy has spurred non-formal language centers to innovate alternative instructional configurations.

A preliminary investigation at English Club Bantul, a non-formal language institute in Yogyakarta, revealed a distinctive instructional ecosystem that utilizes a strategic "Personal Approach Method". Rather than relying on a singular, rigid, hyper-generalized method, this institution synthesizes structured traditional teacher-led interventions with highly flexible, individualized humanistic techniques customized to the psychological and vocational needs of adult learners.

A few researchers have previously explored speaking techniques in secondary schools using cooperative structures such as Numbered Heads Together or localized experiential models like outdoor activities to lower vocabulary barriers. Other micro-ethnographic

inquiries have identified generalized institutional techniques such as discussion, simulation, and basic drilling within formal university classrooms. There have been limited studies concerned on how non-formal language institutes structurally synchronize complex teacher roles with adaptive psychological scaffolding to manage adult learners in regular and business-specific modules. Therefore, this research intends to investigate the pragmatic execution of speaking techniques and shifting tutor roles through the lens of Jeremy Harmer's pedagogical framework at English Club Bantul. Specifically, this study addresses three fundamental research questions:

- (1) What are the shifting roles performed by tutors within the EFL speaking classrooms at English Club Bantul?
- (2) What explicit classroom techniques are systematically applied by tutors to facilitate active speaking?
- (3) What are the prominent structural and psychological obstacles encountered during the speaking programs?

2. METHOD

This study employed a qualitative case study design to provide an intensive, contextualized analysis of the speaking techniques and tutor roles at English Club Bantul, Yogyakarta. The research subjects comprised the instructional staff (tutors) and the administrative management (CEO) of the institution. Data collection was executed using an integrated, four-fold triangulation approach consisting of semi-structured interviews with tutors and management, passive observations inside the regular and business speaking sessions to record real-time instructional interactions, and intensive documentation of syllabi, modules, and public digital feedback. The data analysis followed Miles and Huberman's interactive qualitative model, encompassing systematic data reduction, structured data display through narrative matrices, and iterative conclusion drawing/verification.

3. RESULT AND DISCUSSION

The Execution of Shifting Tutor Roles

The empirical data gathered from observations and interviews indicates that tutors at English Club Bantul do not adhere to a single pedagogical identity. Instead, they dynamically shift through the roles defined by Harmer.

Controller and Organizer

Tutors assume the controller profile during explicit structural adjustments, specifically when introducing complex thematic inputs or dictating pronunciation models. Field observations revealed that this role is heavily modified under the Personal Approach to accommodate different learning styles. For instance, kinesthetic adult learners who display physical exhaustion after professional routines are managed via localized physical-response games. The organizer role is vital during task transitions, executed through a synchronized sequence of engaging, demonstrating, initiating, and providing feedback.

Assessor, Prompter, and Resource

As assessors and observers, tutors meticulously monitor proficiency levels without intrusive corrections during active communication, maintaining a low affective filter. Adult EFL learners frequently experience immediate mental blockages due to localized lexical deficiencies; in these instances, tutors step in as prompters, offering micro-lexical support or structural cues without hijacking the student's communicative flow.

Implementation of Speaking Techniques

The instructional techniques utilized at English Club Bantul map cleanly onto Harmer's structural categories, prioritizing core language features, mental processing speed, and practical communicative activities.

Table 1. Operational Matrix of Speaking Techniques at English Club Bantul

Instructional Domain	Applied Technique	Pedagogical Objective
Language Features	Contextual Role-Play	Mastery of Negotiation Language & Lexical Chunks
Mental Processing	Structured Discussion & Games	Accelerating Cognitive Retrieval & Active Listening
Communicative Tasks	Information-Gap	Fostering Spontaneous

(Source: *Field Observation*, 2025)

Structural and Psychological Obstacles

Despite the versatility of the Personal Approach Method, the study identified significant structural barriers that stem directly from Indonesia's broader EFL ecology, such as zero daily communication practice outside class, a grammar logic disconnect, and acute performance anxiety leading to communication freezing.

4. CLOSING

This study demonstrates that the successful delivery of speaking programs within an EFL context requires a systematic synchronization of shifting teacher roles and structured classroom techniques. At English Club Bantul, the traditional teacher-centric model and the highly autonomous student-centered framework are integrated via the 'Personal Approach Method.' By dynamically alternating across Harmer's eight pedagogical roles, tutors maintain clear structural parameters while lowering students' emotional anxiety. The multi-layered instructional techniques—which target language features, cognitive processing speed, and authentic communicative tasks—successfully mitigate the linguistic barriers caused by mother-tongue interference and the complete lack of external English exposure in an expanding circle country.

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