

CHAPTER 1

1.1 Background

Achieving language proficiency in foreign language speaking class is not an easy task. One of the greatest widespread problems among learners of foreign languages is their considerably lower speaking performance (Rabab'ah, 2005). Thus, plenty of learners take English courses to facilitate them for learning English speaking (Karmala, Kristina & Supriyadi, 2018). Learners can fill the gap of formal English teaching by joining English course. It is a non-formal education in form of a course which the learning process involves preparing and mastering English speaking (Tudor, 2013).

In Indonesia, there are a number of well-known English language learning courses. One of them is *Kampung Inggris*. It is located in Pare, Kediri, East Java. *Kampung Inggris* creates an environment where learners have the option to immerse English within a program in a non-formal setting. *Kampung Inggris* is a suitable place for non-formal education because it provides a learning opportunity for students who need more learning study (Safari & Fitriati, 2016). In addition, the teaching materials delivery is relatively pleasant (e.g. one case, hundred opinions). Such materials contain (e.g. ABCD 5 base, guessing picture and alphabet yells) (Mahruf, 2019). The boundary between tutors and tutees is less visible to let both parties possess a well-made relationship (Karmala, Kristina & Supriyadi, 2018). Also, the supportive environment in learning English is very influential in practicing all

material. For example, there is an English area, a kind of dorm, where students are required to not speak in any language other than English.

In June 2019, the researcher joined a speaking class at one of English courses in *Kampung Inggris*. One of the reasons underlying the researcher to participate in such a course was to improve her English speaking skills. In the beginning of the class, in pre-activities, the tutors arranged the conversational session, it was a kind of dialogue session between tutors and tutees by asking about the life experience or anything related to the topics that will be studied. The students were instructed to use the English language when answering the questions as much as they can or they can mix it into Indonesia. Usually, the tutees are divided into several groups and they are asked to share the story of what we have experienced (e.g. unforgettable moment). By doing this, they can easily understand and learn the English language and also practice it.

In addition, there were games during the activities. It motivated the tutees to learn and made fun of it also. It can help a lot in enhancing English vocabulary. The tutors and tutees just played games together (e.g. guess something), there was less boundary between them because this was a non-formal setting, the tutors being friends. Moreover, there was a reward if the tutees won the game, they got a snack and got crossed out by baby powder on the face as punishment.

Behind, there were certainly some difficulties faced by the tutors. At the beginning of the class, the researcher saw the tutor was less prepared for the teaching materials; he seemed to be confused and looked nervous. In

addition, some tutees came from different backgrounds (e.g. students, undergraduates, postgraduates and jobseekers, age (e.g. range from 17 until 25 and culture (e.g. Sundanese, Javanese). So it was difficult for him to manage the classroom. Furthermore, once he could not answer when his tutees asked about English vocabulary that is commonly found in everyday life. Therefore, the researcher aims at discovering what challenges that the tutors faced and how they overcome it.

Even though a plenty of studies have emphasized on teaching speaking in *Kampung Inggris* in terms of teachers' corrective feedback on students' pronunciation (Haryanto, 2015), learning strategies used by learners with different speaking performance for developing speaking skills (Safari & Fitriati, 2016), learning public speaking skills (Karmala, Kristina & Supriyadi, 2018), , teacher's instructional scaffolding in teaching speaking (Anita, 2019,) a few of them have scrutinized the English tutor's challenges and solutions during teaching English speaking in *Kampung Inggris*.

1.2 Formulation of the Problems

Two questions of the research are formulated as follows;

- 1.2.1 What are the English tutors' challenges during teaching English speaking in *Kampung Inggris*?
- 1.2.2 How do the English tutors cope with such challenges during teaching English speaking in *Kampung Inggris*?

1.3 Operational Definitions

To avoid misunderstanding about the terms set out in this study, the researcher provides three definitions related to this study as follows;

- 1.3.1 Teaching Speaking in EFL Context : Teaching speaking refers to teaching EFL learners in an interactive process through building meaning that includes producing, receiving and processing information in *Kampung Inggris*.
- 1.3.2 Challenges in Teaching Speaking : Challenges experienced by tutors while teaching speaking in *Kampung Inggris*.
- 1.3.3 Solutions in Teaching Speaking : Dealing with the way to overcome challenges faced by tutors in teaching speaking in *Kampung Inggris*.

1.4 Aim of The Study

This study intends to gain insight and investigating the challenges faced by English tutor in teaching speaking and how to cope with them.

1.5 Significance of The Study

This research is expected to generate beneficial results in three ways, which are;

- 1.5.1 Theoretical Use : This study provides the development of theories in teaching English speaking in EFL context, focusing on the challenges and solutions in teaching speaking in

Kampung Inggris.

1.5.2 Practical Use : This study provides to investigate the challenges and the solutions of English tutors when teaching speaking in *Kampung Inggris* to improve tutors' performance in teaching speaking.

1.5.3 Empirical Use : This study expands about the research dealing with the challenges and solutions faced by tutors in teaching speaking in *Kampung Inggris.*