
The Techniques of Teaching Speaking in Intermediate Class at Kampung Inggris (“English Village”) at Argo Politan Karang Indah, Mandastana, Barito Kuala

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Abstract

The technique of tutoring speaking is the best part of the educational process in speaking class. Many techniques can be implemented in tutoring English at formal school or informal school. This study intended to discover the techniques and techniques implementation in tutoring speaking in intermediate class at English Transmigration Village. The study implemented a descriptive method and a qualitative approach. Two tutors in the intermediate class were taken as the sample. In collecting the data, the researcher implemented observation and interviews. In analyzing the data, the researcher conducted three steps; data reduction (1), data display (2), as well as conclusion drawing (3). The data proved reliable since the researcher implemented two different instruments or referred to as Triangulation. The study findings showed that there were five techniques that tutors implemented and their implementation.

In conclusion, the study result indicated that there were five techniques in tutoring speaking that tutors implemented in intermediate class at English Transmigration Village. The techniques were; drill, group discussion, monologue, communication games with flashcard as the media, question, and answer. Those techniques helped the tutors to teach the EFL pupils and control the situation in the class. The researcher recommends that the EFL tutor should be implemented various techniques of tutoring speaking while tutoring English in the classroom.

Keywords: *English Transmigration Village, Techniques, Teaching Speaking*

INTRODUCTION

Background

The importance of English in the academic and professional domains, as well as the need for communication among people of different cultures and languages to puts pressure on people to learn the language more quickly and efficiently. In Indonesia, English is one of the foreign languages taught in school from primary school, junior school, high school, and the university. Through the tutoring of English subjects in class, it is expected that EFL pupils can develop communicative skills either spoken or written form, possess an awareness of community, as well as to expand EFL pupils comprehending culture and language relationships (Permendikbud No. 22, 2006).

There are four English skills must be mastered by EFL pupils, with one of the major goals of the English tutoring in Indonesia is to equip EFL pupil with speaking skill in English. Speaking as one of the communication aspects is very crucial. This skill belongs to the products that delivering the idea or information in spoken language for communication.

Communication language tutoring aims to develop EFL pupils' communication competences by engaging them in meaningful interaction. Speaking includes some components. They are pronunciation, fluency, grammar, vocabulary, as well as comprehension, which influence the transferring process of certain information from the speaker toward the listener. In tutoring speaking, the EFL tutor required to choose the most suitable media for gaining an effective educational process.

Ramelan (1991, p. 22) declared that the poor mastery of English speaking of EFL pupils is a result of the old ways of tutoring, which conduct not give stress to the mastery of spoken language. It means the poorness of EFL pupils' speaking capability becomes the problem in Indonesia's learning process. It is because some EFL tutors in Indonesia implement the old ways to teach their EFL pupils, as the old methods, technique, and the EFL tutors do not implement the good techniques in the tutoring learning process.

The researcher chooses to speak as the focus skill of this study. Harmer (2007) declared that getting EFL pupils to speak is implement the language they are learning is a vital part of an EFL tutor's job. It means the EFL pupils are the emphasis and the goals of the process in the educational process. It is related that tutoring speaking emphasis not only in voice production but also in meaning delivery toward others. It required a certain way to invite the EFL pupils to speak based on a certain context. The capability to speak always a very crucial thing for EFL pupils in English learning. Hence, the EFL tutor needs to provide situations where they can implement their English capabilities in real contexts effectively.

Improving EFL pupils' Speaking Skill as a foreign language in the classroom is not easy because the EFL pupils conduct not implement their English in their daily activities. The good communication on their process learning speaking occur by those techniques is a goal of this study. The EFL tutor will able to teach speaking skills.

English Transmigration Village is one of the courses that have a short time and a good result in improving EFL pupils' capability in speaking skills by implemented many techniques. The researcher had three times to conduct a preliminary study in the English Transmigration Village. The first is the initial study while social activity in the first semester based on the task from Pendidikan Pancasila class to give free English class for the beginner in the English Transmigration Village.

The second preliminary study is on December 14, 2018, when the English Camp 2019 at the English Transmigration Village. Lately, the researcher conducts the preliminary research is on April 4, 2019, and gave an interview to the two tutors in the English Transmigration Village. Based on the preliminary study, the researcher thought that there are many techniques that tutor use. Both of the tutors explain that in the English Transmigration Village implemented Cooperative Learning as the strategy and some techniques. Those techniques made the EFL pupil's interest and have a good atmosphere in the classroom. The researcher interest wants to know all the techniques that tutor implemented in education, especially in the speaking skill at the English Transmigration Village.

In the English Transmigration Village, they have any classes to distinguish the level and the technique that the EFL tutor used. English Transmigration Village also proves Practice that makes communication in English is better by implemented those techniques. That's why the researcher chooses the English Transmigration Village as a setting of the study. The study aims to know the technique of tutoring speaking in intermediate class at English Transmigration Village at Argo Politan, Gg. Perkutut RT.04 RW.02 Karang Indah, Barito Kuala.

Problems of Research

1. "What are the techniques that EFL tutors implemented in tutoring of speaking at Kampung Inggris ("English Village"), at Argo Politan, Karang Indah Barito Kuala?"
2. "How are the tutoring techniques implemented in the intermediate class at Kampung Inggris at Argo Politan, Karang Indah Barito Kuala?"

Objective

1. to know the techniques that EFL tutors that are implemented in tutoring of speaking at Kampung Inggris ("English Village"), at Argo Politan, Karang Indah Barito Kuala"
1. to analyze the implementation of the techniques of tutoring **implemented in the intermediate class at Kampung Inggris** at Argo Politan, Karang Indah Barito Kuala"

REVIEW OF RELATED LITERATURE

Speaking Definition

It is a negotiating meaning process as well as using common knowledge of the situation in active means (Burns as well as Joyce, 1997) where a genuine reason for giving information and asking questions exists. In other words, in speaking skills context, the EFL tutor must provide the EFL pupil with reasons making them express ideas as well as to exchange information in speaking context.

The tutoring of speaking will enable EFL pupils to realize their progress or maturity in thinking. The tutoring of speaking is vital to the act of expressing oneself to be understood by others. Besides, we are witnessing in our life that no intention meets expected responses, except when it is spoken. Byrne (1984, p. 8) declared that speaking is a two-way process among people involving productive skill and the receptive skill of understanding.

In the speaking process, people try to communicate and implement their language to send their message to the second person. The speaking process required at least two people, one as a speaker who produces information and the other as a listener who receives information. Hence, we can infer that people conduct speaking not only to talk but also to try comprehending the message which is said or delivered by the speaker. There are many definitions of speaking that has been proposed by some experts in language learning:

1. Harmer (2007, p. 284) declared that speaking is the capability to speak fluently. One is not only having language features knowledge but also having the ability to process information orally in varied situations.
2. Kayi (2006, p. 1) presented that speaking as the implementation of language confidently and quickly, with few unnatural pauses (fluent).
3. Harmer (1990, p. 12) declared that when tutoring speaking or producing skills, we could apply three significant stages: Introducing new language, Practice, and Communicative activity.

Therefore, the researcher concludes that speaking is the capability to produce the language, transfer what the speaker thinks about something, or inform someone else and, of course, required feedback as a response.

Tutoring Speaking

The purpose of tutoring speaking is to enhance the oral production of EFL pupils. Richards and Renandya (2005) said that since language tutoring is meant to provide learners with communicative competence. Since classroom activities could be considered as one of the crucial components of a language course, the EFL tutor should consider several aspects in designing and administering such activities, which can make the EFL pupils easier to learn.

Tutoring speaking is one of the crucial parts of using language to talk about language. Some people think that tutoring is a daily activity of the EFL tutor. The EFL tutor always organizes the material and prepares what the EFL tutor wants to bring in the class to give for EFL pupils. It is the same way in other skills, no exception in tutoring speaking skills. Tutoring speaking means to teach people to be able to interact with the other verbally in the right way. Tutoring is the way of an EFL tutor to give the EFL pupil knowledge.

There is two learning approach in tutoring learning of speaking, EFL tutor-centered, and EFL pupil-centered learning. In EFL tutor-centered learning EFL tutors play crucial roles in the learning process. EFL tutors are information-providers or evaluators to monitor them for achieving the right answers, yet EFL tutors viewed them as learners who receive information passively.

According to Acat and Dönmez (2009), EFL tutors usually implement particular textbooks in EFL tutor-centered learning, which are mostly grammar-oriented and compare the language structures of native and target languages. It means in this approach, the EFL tutor as the center of the class and the EFL pupil just follow the rules and the way EFL tutor teaches. In EFL pupil-centered learning, the EFL pupil activities are crucial indicators, whether for learning process or quality (Zohrabi et al., 2012).

Pardiyono (2010) declared that the EFL tutors have to prepare all of the material that will be given to the EFL pupils. A various number of techniques speaking tutoring are utilized and implemented in the classrooms for many circumstances.

.Tutoring speaking also produces English speech sounds and sound patterns. Implement word and sentence stress, intonation, and expression. It means that in tutoring speaking skills, EFL tutors should recognize the difficulties faced by his/her EFL pupil. The EFL tutors help their EFL pupils develop their knowledge by providing authentic Practice that prepares the EFL pupil for real-life communication situations.

Tutoring Speaking Technique

There are many techniques in tutoring speaking, which is usually implemented in the classroom, according to Harmer (2007, p. 348), as follows:

1. Acting from a script

This activity will make EFL pupils often act out dialogues they have written themselves. Play scripts, it is crucial that when EFL pupils are working on plays or play scenarios, they should treat it as "real" actin. In other words, we need to help them go through the scripts as if we were the directors, drawing, attention to appropriate stress, intonation, and speed.

This means that the lines they give their final performances to ensure that acting out is both learning and a language producing activity. This activity will help EFL pupils to get some expression based on their script with their situation and characteristic.

2. Communication games

There are many communication games, all of which aim to get EFL pupils talking as quickly and fluently as possible. Communication games will help EFL pupils more creative in speaking Practice. Two particular categories are worth mentioning here. There are Information-gap games, Television, and radio games.

3. Discussion

This form of activity can stimulate EFL pupils' responses in speaking. After the content-based lesson EFL tutor can set a discussion activity by making some groups and hold question and answer related to the last lesson they have learned. By using this activity

routinely, EFL pupils will implement their speaking more actively. There is a kind of discussion:

a. Buzz group

These can be implemented for the whole range of discussion. For example, we might want an EFL pupil to predict the content of a reading text, or we may want them to talk about their reactions to it after reading it. We might want them to discuss what should be included in a news broadcast or have a quick conversation about the right kind of music for a party.

b. Instant comment

We can also train EFL pupils to respond fluently and immediately to insert "instant comment" mini-activities into lessons. This involves showing them a picture or introducing topics at any stage of a lesson. They can say anything that they think on their head.

2. Formal debates

Formal debate, EFL pupils prepare arguments in favor of or against various propositions. When the debate starts, those who are appointed as "panel speakers" produce well-rehearsed "writing-like" arguments, whereas others, the audience, pitch in as the debate progresses with their thought on the subjects. Formal debate required a time limit, argument, and group.

3. Prepared talks

It is one type of activity that is popular in English courses, where EFL pupils prepare a presentation beforehand regarding a topic they chose. In addition, they can decide the criteria for good performance and give feedback to each other.

4. Questionnaires

Questionnaires are beneficial since we could ensure that both questioners and the respondent will speak interchangeably by being pre-planned.

5. Simulation and role-play

Many EFL pupils derive great benefit from simulation and role-play. Simulation is almost like role play, wherein conducting simulation EFL pupils are asked to pretend as a character and make it as if in real condition. For example, the EFL pupil act as a guitarist, then he must bring property like a real guitarist. While role-play only needs to grasp the situation generally.

Kampung Inggris

Kampung Inggris is a village in which an English language education institution is developed. According to Hasprabu (2012). Kampung Inggris is a transmigration village with rapid plantation and agriculture potential in the beautiful coral reefs of Mandastana District, Barito Kuala, South Kalimantan. There was a man who was inspired by the English village pare Kediri and also supported by the local Government.

The transmigration village was inaugurated on November 1, 2012. Given that the initial aspirations for the establishment of the English Transmigration village came from the community (PATRI), the Director-General also requested that the English villages remain a community-owned program. In accordance with its duties and functions, the Government will provide facilitation support with the Regional Government.

Previous Study

Some researchers have conducted a study that relates to the researcher's study. There were three previous studies of this study. The first one is from Januhariawan, who aimed to discover the technique of the tutoring speaking at tenth grade of SMKN 3 Banjarmasin.

The second study was conducted by Indah, where the study is aimed to know what are the strategies that EFL tutor implemented by the EFL tutor in tutoring speaking ability. Furthermore, this study also describes the EFL pupil's responses toward the strategies that EFL tutors implemented by the EFL tutor in tutoring speaking ability.

The third was written by Siti, who was intended to describe the tutoring of speaking skills at SMA Negeri 1 Nganjuk. It emphasis on describing the technique implementation using role-play, debate, and discussion in tutoring speaking skill.

There are some differences and similarities from these three previous studies above. The differences are the subject, and the study's place is different between a formal and informal school. The second is their study's aim, their study just to know what the techniques are of tutoring speaking, and this study focuses on the techniques and the implementation.

The similarities are the subject of the study is the techniques that EFL tutor implemented in tutoring speaking. Therefore the researcher believed that study is a new kind of study that is possible to conduct and also interested in discovering the techniques of tutoring speaking in tutoring speaking at the Transmigration Village.

STUDY METHOD

Study Design

The study method implemented in this study was a descriptive qualitative study. This study implemented observation and interviews. The steps were the researcher collected the data and reported it to the findings descriptively. To conclude, the data condition would be natural and becoming representative of the result.

Study Setting

The researcher conducted the study in Intermediate class at English Transmigration Village at Argo Politan, Gg. Perkutut RT.04 RW.02 Karang Indah, Barito Kuala, South Kalimantan, Indonesia.

Study Subject

The study subject is the EFL teacher (tutor) in the English Transmigration Village. There are many classes at different levels, such as beginner, intermediate, and advance. The subject of this study is the intermediate class tutors. Intermediate class EFL pupils consist of the primary, as well as junior high school. Their placement depends on the English capability they possess. In choosing the subjects, the researcher implemented total sampling. There were several steps that the researcher did; the researcher takes the data from the tutors teaching at intermediate. And then, the researcher got two tutors as the subject.

Study Instrument

In conducting this study, the researcher needed some supporting instruments. For collecting the crucial data, the researcher implemented observation and interviews as the study instruments. According to Sugiyono (2012, p. 222), the researcher was the key instrument of the qualitative study. Then, it supported by observation and interviewed those would be explained as follows:

1. Observation

The observation is held during the educational process by filling in the observation sheet. It is conducted at least three times for an intermediate class. The observation emphasis the classroom speaking activities, the techniques that tutors implemented, and the implementation of the technique.

Several factors are observed in the classroom: tutoring speaking process, the techniques in tutoring speaking, materials, as well as media implemented by the tutors. The observation sheet is in the checklist form. It was implemented to investigate the natural phenomena in the study subject. It was implemented to make sure the observation was more suitable for reality.

2. Interview

Another instrument implemented in this study is the interview. The interview is a conversation conducted among two people, to gather relevant information on a study. The interview was given to the tutors to get the data and information related to the study problem. The interview was given to the EFL tutor for finding the techniques, material, and other information about tutors. It was implemented to make sure the observation was more suitable for reality. The final method is attempting to write down every detail of the interview immediately after the interview.

Data Collection

Observation

The data was collected from August 24 until August 31, 2019. The data collection in descriptive qualitative conducted not have treatment. The data is about tutoring English speaking activities in Intermediate class at English Transmigration Village. This data comes from the observation result. The supporting data were taken from documents of the Institution of Kampung Inggris. The data were needed to see the EFL tutor's educational background, the technique which is implemented in tutoring speaking composition.

The data collection should be conducted until crucial data is saturated. When the education process was started, the researcher came to the classroom and observed the classroom activity. After getting the necessary data, the researcher wrote the transcript from the record to make the analyzing proses easier, and it contained certain forms of techniques that the EFL tutors used. The last, the researcher analyzed the data based on types of the techniques of tutoring speaking theory by Harmer (2007).

Interview

The interview was done on August 29, 2019. The researcher has interviewed the subjects in order to conduct confirmation and to get more information. The researcher became the interviewer by giving the question and marking the answer; the researcher took note and recorded the answer using the recorder. There are ten questions related to the techniques and the implementation of the techniques of tutoring speaking in the process of tutoring speaking in the class.

The interview took some information related to the data to complete the observation sheet. The interview was done to get more information on the techniques that EFL tutors implemented tutoring speaking in the classroom from the EFL tutor's thought. The researcher took the interview result to reinforce the study findings from the observation result.

Data Analysis

The analysis of the data in this study implemented a qualitative approach to describe techniques implemented by the researcher in the tutoring speaking at English

Transmigration Village. In analyzing the data, the researcher conducted three steps in analyzing the data for a qualitative study based on the Miles and Haberman theory.

Observation

There were major phases of data analysis in observation:

1. Data Reduction

It refers to the selection, focus, simplification, abstraction, and transformation process of the data that appeared in written transcription or field notes. The data from the observation was transcribed into the written transcript to be an observation sheet. Then, the data that support the researcher findings were taken by the researcher.

2. Data Display

After the data from the observation was transcribed into the written transcript, the next step in analyzing the data was to display the data to be meaningful. The researcher analyzed the result from observation. Then the data were organized and arranged in a pattern so that they will be understood easily.

In this case, the data which were reduced by the researcher then was described as the study data contained in the technique of tutoring based on Jeremy Harmer theory. The analysis was done based on data gathered by each supported instrument, which is observation. The observation consisted of main points to be found. They were the techniques of tutoring speaking implemented by the EFL tutors.

3. Conclusion Drawing

After analyzing the data, the researcher concluded the techniques of tutoring speaking at Transmigration Village from the observation.

Interview

There were 3 major phases of data analysis of

1. Data Reduction

Based on the data reduction, the findings were showcased in the data display from the interview guide form.

2. Data Display

After displaying the data from observation, the researcher made some questions in the interview sheet and interviewed each tutor. Next, the researcher compared the data from observation with the data from the interview for discovering the better data for each EFL tutor

3. Conclusion Drawing

After analyzing the data, the researcher concluded the techniques of tutoring speaking in tutoring the English process in the intermediate class.

Data Triangulation

Even a qualitative study is a subjective study. The researcher should serve the data as real as possible or make the data was reliable and valid. According to Setiyadi (2006, p. 246), Triangulation is the combination of two methods or more in collecting the data about the attitude of the subject of the study. There are six kinds of triangulations which proposed by Sugiyono (2005, p. 346) such as:

1. Triangulation of time: Triangulation of time has two forms, there are cross-sectional and longitudinal. Cross-sectional data collection was applied at the same time with the different groups, while in the longitudinal, data collection was carried out by the same group at different times.
2. Triangulation of place: In Triangulation of place, making the data collection more accurate can be done by using different place for similar data.
3. Triangulation of theory: The data collection is collected based on different theories or by analyzing the same data with a different theory.
4. Triangulation of method: The researcher implemented different methods for collecting similar data.
5. Researcher triangulation: Some people did the technique for collecting the same data.
6. Triangulation of methodology: The researcher collected the data from the same learning process with a qualitative study, so the researcher collected it.

In this study, the researcher implemented triangulation time, triangulation theory, and the triangulation method to get more accurate data to be analyzed. The researcher conducted observation for two times for each EFL tutors. In the triangulation method, the researcher implemented observation and confirmed the observation result by interviewing each EFL tutor. The researcher expected this study result was accurate because the data was collected more than one time and more than one data method. In this study, the instrument is proven reliable because the researcher implements a variety of instruments to collect data or referred to as Triangulation.

FINDINGS AND DISCUSSION

Data Description

This study focused on the techniques of tutoring speaking in intermediate class at English transmigration village. Twenty tutors teach in the transmigration village, and only two tutors are teaching in the intermediate class. The intermediate class consists of primary as well as junior high school EFL pupils. Therefore, the researcher had observed the tutors three times.

It has been declared that the aim of this study is to discover the kind of techniques and to describe techniques implementation implemented by the tutor in tutoring speaking of the intermediate class in Transmigration village. The data in this study was obtained by doing observation during the educational activities with the purpose to determine how techniques are implemented by the EFL tutor of the tutoring speaking in the intermediate class and also doing the interview.

Findings

Data of the study were divided into observation and interview. From the observation that conducted in three times and the interview for once, several things were found in the tutoring speaking process in the classroom covering the techniques, materials, and the situation.

Table 1. The Observation Schedule

Meeting	Date	Class	Tutors	Materials
I	August 24, 2019 15.45 – 16.45		Agus Supriadi	Greeting & Introduction

II	August 25, 2019 15.45 – 16.45	Intermediate Class	Pipit Amilia	Cardinal Number
II	August 31, 2019 15.45 – 16.45		Agus Supriadi	Time

Observation Results

The observation conducted from August 24 until August 31 in the intermediate class at English Transmigration village.

Table 2. Observation Result for 1st, 2nd, and 3rd meeting

EFL tutor : Agus Supriadi (Meeting I and III) Pipit Amelia (Meeting II) Class : Intermediate Class Topic : Techniques of Tutoring Speaking					
<ul style="list-style-type: none"> • Meeting I/Date : Saturday, August 24 2019 • Meeting II/ Date : Sunday, August 25 2019 • Meeting III/Date : Saturday, August, 31 2019 					
Techniques	Indicators	Meeting			Remark
		I	II	III	
1. Acting from a script	1.1 EFL tutor ask to act out dialogues they have written themselves	-	-	-	
	1.2 Treat it as “real” acting: The directors, drawing, attention to appropriate stress, intonation and speed	-	-	-	
	1.4 This activity will help EFL pupil to get some expression based on their script with their situation and characteristic	-	-	-	
2. Communication Games	2.1 EFL tutor ask to EFL pupil talking as quickly and fluently as possible	√	√	√	The games that EFL tutor implemented is guesing with the flashcard as a pointer to motivate the EFL pupil to speak up
	2.2 Communication games will help EFL pupil more creative in speaking Practice	√	√	√	
	2.3 There are Information-gap games, Television and radio games and so on.	-	-	-	
3. Discussion	3.1 The content-based lesson EFL tutor can set a discussion activity by making some groups and hold question and answer	√	√	√	The discussion was just in an informal small group

	related to the last lesson they have learned				discussion.
	3.2 Discussions range from highly formal (whole-group staged event) to informal (small-group) interaction	√	√	√	
	3.3 This activity form can stimulate EFL pupils' response in speaking	√	√	√	
	3.4 There are kind of discussion: Buzz Group and Instant Comment	√	√	√	
4. Formal debates	4.1 In a formal debate, EFL pupils prepare arguments in favour or against various propositions	-	-	-	
	4.2 Formal debate required a time limit, argument and group	-	-	-	
	4.5 The debate progress with their own thought on the subjects	-	-	-	
5. Prepared talks	5.1 EFL pupils make their own presentation choose the topic by themselves	-	-	-	
	5.2 EFL pupils speak from notes rather than a script	-	-	-	
	5.3 Whole class (including EFL tutor) can decide criteria of good presentation, as well as give feedback interchangeably	-	-	-	
6. Questionnaires	6.1 Both questioner, as well as respondent, communicate with each other	-	-	-	
	6.2 Certain repetitive language patterns can be situated in the middle of the communication	-	-	-	
	6.3 EFL pupil can design questionnaires for any appropriate topic	-	-	-	
7. Simulation and role-play	7.1 EFL pupil is asked to pretend as a character as well as make it as in the real condition	-	-	-	

	7.2 Simulation and role-play can be used for encouraging general oral fluency or to train them for the specific situation	-	-	-	
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From the table above, the researcher found two similar techniques that tutors also implemented in the intermediate class, that are discussion and communication game. And then, by observing the intermediate class, the researcher found that the tutor implemented some techniques during the educational process. There are some techniques; as follow:

1. Monologue

Monologue here in other word is one person speaking. The tutor asked the EFL pupil to conduct Practice to one person speaking or monologue. In this case, the material was about introduced their self. Monologue technique, in which the tutor gives the example how to greeting and introduce him or herself at the front. The tutor gave the EFL pupil opportunity to say and practice by themselves to monologue at the front interchangeably.

2. Drill

The drill is one of the fluent techniques that tutor implemented in the process of tutoring learning about all the materials. The tutor implemented a drilling technique as a way of pronunciation standardization for language item as well as developing fluidity. A drill is also a classroom technique implemented to practice a new language. It involved tutors in modelling a word or a sentence and learners in repeating it.

Drilling has some advantages, including allowed EFL pupils to pay attention. The EFL tutor read after that the EFL pupils followed. Tutor implemented a drilling technique to allowing EFL pupils to pay attention to materials presented by the tutor in the classroom. The tutor asked the EFL pupils to drill the word and the sentence, while all the EFL pupils pay attention to the picture or media.

The tutor implemented a flashcard as an excellent learning and tutoring tool especially when introducing new vocabulary or drilling familiar words, in this case, is a cardinal number. Besides being implemented by the tutor, they can also be implemented in a variety of activities and even posted around the classroom for EFL pupils to reference. During the educational process, the researcher found the tutor implemented flashcard, in which the EFL pupil was asked to listen and replay the word that tutor read from the flashcard.

3. Question and answer

The tutor gave the EFL pupils some questions related to the material about the cardinal number, and the EFL pupils answer the question. The tutor implemented this technique to make the EFL pupils confident and more understandable. Question and answer also can make the EFL pupil for paying attention to EFL tutor.

4. Group Discussion

The tutor implemented discussion as an excellent tool for developing EFL pupils' skills because it gives them access to their thought processes and an opportunity to guide EFL pupils to think in a higher level. A small discussion group can be helped the tutors and the EFL pupils in the learning situation in which EFL pupils learn both through instructions from their tutors and interaction with each other. The group also provides opportunities for individuals to speak in front of others and to receive feedback from EFL tutors and peers.

5. Communication Games

The tutor implemented the game as the last technique. A game that activity with rules, a goal, and a reward. The game is guessing games with a flashcard. The games were implemented to develop or reinforce the concept, add diversion to regular activities, or just break the ice. In other words, this game is interesting for EFL pupils to be implemented for learning, which also motivates them to practice with fun in the outdoor class. The researcher found that during the educational process, the tutor implemented a picture, the EFL tutor implemented picture-telling game or picture describing. The EFL tutor implemented a picture describing in tutoring speaking learning process and the material about time. Picture time is worth a thousand words, as well as this is particularly true for tutoring English as a second language about time.

Moreover, by implementing the pictures, EFL pupils can focus on the picture to get the idea and it also gives motivation for EFL pupils to implement their capability in speaking skill. The tutor asked the EFL pupils to guess and telling about the picture. And then from the picture the EFL tutor drill the word and the EFL pupil repeat after that. After all the EFL pupils repeated the word, the EFL tutor divided the EFL pupils into some groups and asked them to discuss. Techniques implementation that tutors implemented in the class were helped the tutors to control the class, limit the time and make a good situation for the EFL pupil, so the EFL pupils enjoyed the class.

Interview Results

From the interview conducted on Sunday, August 29, 2019, in the intermediate class. There are two tutors that the researcher was interviewed. The EFL tutors said all English Tutoring materials were taken from the module "Acces-ES Center for International language and cultural studies ". Then the tutors said that they implemented some techniques to increase EFL pupils' speaking ability.

The interview divided into two EFL tutors. The first EFL tutor said that he implemented some techniques, such as drill, communication games with flashcard as the media, monologue, informal debate, discussion, question and answer, and implemented some media like a picture. All techniques are implemented in accordance with the learning material being studied at this time. For example material about greeting and introduce implemented drill technique, monologue.

The tutor also said that when EFL pupils implemented drill and group discussion, they can easily construct the material. In short, it can be summed up that using drill and group discussion can help EFL pupils in developing their speaking skill. It also motivates EFL pupils in the learning process. He also implemented a game, the game is guessting with the flashcard.

The second tutor said that she implemented some techniques, such as drill, flash card or a picture describing, discussion and question answer. It is because the tutor taught about the cardinal number, so she implemented a flashcard and picture describing as the main technique. The tutor said that flashcard also makes the EFL pupils interested. From that technique, she implemented the question and answer section to know the EFL pupils understanding.

The techniques that tutors implemented in Intermediate class at the English Transmigration Village based on the interview result.

1. Drill
2. Group Discussion
3. Monologue

4. Question and answer
5. Communication Games with the media

The EFL tutors declared that all the techniques helped the EFL pupil easier in comprehending the material in tutoring speaking class. The EFL tutors said that while they were tutoring speaking, all the EFL pupils were excited if the EFL tutor implemented a media or some games for the EFL pupils, it made the EFL pupils enjoyed. The EFL tutor said that an explanation process he implemented gesture as well as expression.

The EFL tutor also said that in tutoring speaking in English must implement simple technique but also can control the class and limit the time. The crucial thing, the EFL tutors make the EFL pupil happy and enjoy the class. The EFL tutor told that if the situation was boring, he asked the EFL pupils to stay out of the class for studying or play some fun games in nature.

Discussion

This part presents the discussion of the study findings. This study is about the techniques of tutoring speaking in intermediate class at English Transmigration village. This study uses qualitative study as the study design. This study was conducted for discovering the techniques and techniques implementation in tutoring speaking process on three observations done an interview before.

In general, data from observation show that the techniques implemented by the tutor in tutoring speaking were so various with the EFL tutor-centred interaction. Tutors are information providers or evaluator to monitor EFL pupils to get appropriate answers, yet EFL pupils are viewed as learners who receive information passively. In EFL tutor-centred learning, EFL tutors usually implement particular textbooks, which are mostly grammar oriented and to compare the language structures of native as well as target languages.

EFL tutors also implemented cooperative activities. It also provides EFL pupils with the aid of others, meaning that EFL pupils can discuss problems with their partner. As mentioned above, the implementation of cooperative activities can instigate language item negotiation. There were some techniques found by the researcher implemented by the tutors in which the EFL tutors are dominant in the classroom.

There were seven techniques of tutoring speaking by Harmer (2007, p. 348). As mentioned previously, this study identifies five techniques implemented by the tutors in tutoring speaking skill at intermediate class at English Transmigration Village. The techniques are a drill, group discussion, monologue, communication games with the media, question and answer; each will be discussed in the subsequent sections.

From the responses given by the EFL pupils to the techniques implemented by their EFL tutor to teach them speaking. Hence, those techniques can motivate EFL pupils for leaning English and facilitate them to speak. Those techniques were monologue and discussion. The most commonly implemented technique that tutors implemented in the intermediate class are the drilling technique. The drill is one of the techniques that could be implemented by the EFL tutor in tutoring speaking to improve the EFL pupils' capability in speaking.

Drilling is a way to fine-tune articulation, as well as to improve pronunciation. Another technique is group discussion. Group discussion was a technique that made EFL pupil to conduct work together and they were doing interaction with the member. It was exposed to language item as well as oral production emphasizing on contextually meaningful activities.

It also had the EFL pupils deliver their work in front of their peers, discuss with other groups and at the end, get feedback not only from the tutor but also from other groups. The other techniques are flashcard and describing the picture. The techniques were visual tutoring method and have a positive effect on the visual learning process in tutoring speaking. Flashcard and describing picture can be implemented for any subject or material as the media in the tutoring learning process. Appropriate feedbacks are delivered after EFL pupils' performance and without pointing out to the individual is a good way. Besides, constant interruption to EFL pupil is not recommended when they are speaking in front of their peers since it can cause speaking loss.

Meanwhile, in games techniques the EFL tutor conducted, they could not focus on certain pupils since they need to treat them fairly. Employing the techniques, the EFL tutor added some expressions to make the activity look real. As Thornbury (2005) stated, speaking should be conducted with situations where EFL pupils can show understanding, interest, and make comments or ask questions.

Other ones are question and answer. The tutor gave some question and the EFL pupil answer, it is to know the error that the EFL pupil made in comprehending about the material, the tutor immediately discuss the correct answer when the EFL pupil made an error in pronouncing and fluency in speaking, the tutor immediately gave the correct pronunciation then all the class drilled it.

Furthermore, the tutor had the intention for making EFL pupils interested in lesson by adding expressions and choosing topics related to EFL pupils. Based on the theory of kinds of techniques of tutoring speaking in chapter II above, the researcher got point that the techniques of tutoring speaking are relevant to support the EFL pupils' speaking skill mastery. These techniques include the seven kinds of tutoring techniques based on Harmer (2007). They are acting from a script, communication games, group discussion, formal debate, prepare talks, role-play or simulation.

Some techniques are not implemented by the tutor to be taught intermediate class, such as acting from a script, formal debate and prepare talk, role-play or simulation. From the discussion above, we can see that the tutor's technique in tutoring speaking is very crucial for the EFL pupils. The tutor implemented more than one technique. These techniques helped the tutors control the class and the EFL pupils more enjoyable ways to comprehend the material with some media.

The study that had been done by the researcher indicated the techniques that tutor implemented in the Intermediate class at English Transmigration Village. The other uniqueness that the researcher explains in this discussion is about a place, and the English Transmigration Village implemented open space or outdoor class like gazebo as their class. Another discussion is while tutoring the EFL pupils ideally the implement native language, Indonesian, should be minimal that English. The tutor tried to implement English very often than Indonesian. The most problem that they faced while giving explanation and instructions in English is that not all the EFL pupils could get what they were saying or even respond their utterance to mix the target language, English with Indonesian.

Therefore, the study result showed that tutoring speaking techniques could help tutors and EFL pupils. Another could be viewed from observation and an interview that showed the EFL pupils were active and spirit in the education process.

CONCLUSION AND SUGGESTION

Having done exploring the discussion of the study findings which focus on the explanations of techniques in tutoring speaking implemented by EFL tutor in tutoring English, the researcher can draw some conclusions and suggestions as follow.

Conclusions

This study was conducted in the Intermediate class at English Transmigration Village. It was carried out on August 2019. This study involves one variable that is the tutor's techniques in tutoring speaking of the intermediate class at English Transmigration Village. It has the objective of describing the techniques implemented by the tutor in the tutoring speaking process. Regarding the study findings that were obtained by applying observation and interviews to get the data, two conclusions are presented.

1. For tutoring speaking skills, the tutor has five techniques in order to develop EFL pupils' speaking skill ability; drill, group discussion, monologue, communication games with flashcard as the media, question and answer. The five techniques implemented by the tutor in tutoring speaking. There are:
 - a. The tutor implemented a drill technique by asking the EFL pupils to follow what the tutor has said word and sentences.
 - b. The tutor implemented group discussion to let the EFL pupil solve their problem by discussing with their friends.
 - c. The tutor implemented monologue by asking the EFL pupil to show their capability in-person speaking in front class.
 - d. The tutor implemented communication games to create the EFL pupils' excitement by playing flashcard. The tutor implemented describing picture by showing the picture about the material and then ask the EFL pupil for guessing the meaning and the explanation as a game.
 - e. The tutor implemented exercise on questioning and answering by asking the EFL pupils some questions related to the material and the EFL pupils answered.
2. The implementations of five techniques in tutoring speaking were helped the tutors and the EFL pupils. The tutors can control the class and the situation by applied those various techniques. The EFL pupil accepted to be taught by using those techniques. The situation in the class was so excited and lots of fun.

In addition, due to the importance of techniques implemented in tutoring, it is suggested to EFL tutors to apply various techniques in tutoring speaking to make EFL pupils able to learn easily. An appropriate technique is not only helped the tutors and EFL pupils in the tutoring learning process but also helped EFL tutors to achieve tutoring goals.

Furthermore, EFL tutors should also be creative to prepare and choose materials for tutoring, be wise to group EFL pupils, be careful to select EFL pupils to answer the question, and be sensible to allocate the time. Moreover, to the next researchers interested in conducting a study on tutoring techniques, it is suggested that they carry out the study on other language skills, such as reading, listening, and writing.

Suggestions

Based on the conclusion above, the researcher knows the real condition and situation, the researcher has some suggestions as follows:

1. For the EFL tutor, It is crucial for the educational process, not only in Reading, Writing, as well as Listening but also Speaking. It can be done by applying the variety of techniques in tutoring speaking so that the EFL pupils will be motivated and interested

- in the educational process of speaking. The EFL pupils can experience speaking practices joyfully with good techniques. One of the techniques is the drill.
2. For The Next Researchers, Speaking is one difficult skill to be mastered. This study may still have many weaknesses. Thus, the researcher suggests to the next researchers to actively explore many techniques of tutoring speaking in a different place. Related to the focus of the study, the finding of this study can be implemented as information about the tutoring technique who conducted similar studies related to the techniques of tutoring speaking.

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