The Enforcement Of Teaching English Culture In English Course

Siti Munawaro[1], Siti Kumuda Ningsih[2], Rey Dharmazal[3], Riskaradiollah[4], Hana Dwi Imaroh[5]
Universitas Islam Batang Hari
(Correspondence Email : munawwaroh.mw@gmail.com)

Abstract
This research aims to reveal the learning methods used by instructors at tutoring institutions, including the challenges and uniqueness in dealing with students from diverse backgrounds and skill levels. Interviews were conducted with Resvayulia, an instructor who has been actively teaching since 2009. The results of the study indicate that the primary approach applied is the 'learning through play' method, with a strong focus on speaking and listening skills simultaneously. Adjustments to the methods are made according to the needs and characteristics of each student. Resvayulia emphasizes that understanding students' personalities is a key factor in the success of the learning process.
Keywords: tutoring, learning methods, speaking, learning while playing, personalized learning.

INTRODUCTION

In today's era, English is widely recognized as an international language that is highly essential. Society is increasingly required to have the ability to use English, both passively and actively. The skill to master English is supported by the existence of English as a school subject, which is introduced from an early stage, as well as the growing number of English courses and tutoring centers, especially in urban areas.

Generally, learning a language like English at the elementary school level is highly beneficial, as children at this age tend to acquire new languages more easily compared to those over the age of 12. During the age range of 6 to 12 years old, children's cognitive abilities are developing rapidly, which supports effective language learning.

It is well known that English is an international language used in almost every country around the world. Therefore, English should be introduced to children from an early age, including those in elementary school. For elementary school students, English can be learned through fun and engaging activities, helping to spark their interest in learning the language.

Tutoring is a form of assistance provided to students with the aim of helping them improve their learning abilities to the fullest. This support includes understanding subject material, developing effective study strategies, increasing learning motivation, and enhancing individual potential. The process is carried out in a structured and well-designed manner, either by teachers, specialized instructors, or tutoring institutions outside the formal school environment.

The tutoring program is designed to provide English language instruction for elementary school children as a strategy to enhance their communication skills in English. The goal of this English tutoring program is to help children gain a basic understanding

*Corresponding author : munawwaroh.mw@gmail.com

of the English language and to enable them to pronounce simple words and sentences related to daily life.

More than just a repetition of school material, tutoring encompasses psychological aspects and learning approac tailored to the specific needs of each child. Muhibbin Syah (2011) explains that tutoring is a form of professional service aimed at improving students learning efficiency, including enhancing motivation, time management, reading skills, and conceptual understanding. Thus, tutoring is considered a solution for students who face learning obstacles due to mismatched teaching methods at school, limited teacher availability, or because students have different learning needs.

Tutoring provides many significant benefits for children, both in terms of academic achievement and emotional development. First, tutoring helps children better understand their school subjects, as they can receive repeated explanations using methods that are easier to grasp and more personalized. In addition, children feel more comfortable asking questions and engaging in discussions, especially on topics they find challenging. Second, tutoring helps establish a structured study routine, as it typically involves a fixed schedule and regular evaluations, which in turn trains children to become more disciplined.

Tutoring has become one of the most popular non formal education options among students at various levels, from elementary school to university. Tutoring institutions aim to provide a more in-depth and flexible understanding of subject matter compared to formal education settings. However, the success of tutoring sessions largely depends on the teaching methods and the tutor's ability to recognize each student's character and specific needs. Therefore, an interview was conducted with Resvayulia affectionately known as Yaya to explore her teaching experiences and strategies as an experienced tutor in the tutoring field.

RESEARCH METHOD

This study adopts a descriptive qualitative approach to thoroughly examine the instructional strategies employed by Resvayulia, an experienced tutoring instructor commonly known as Yaya. The qualitative approach was chosen to gain an in-depth understanding of the dynamics of the learning process and the interaction between tutor and students. Meanwhile, the descriptive approach is used to present a detailed depiction of the teaching methods, instructional strategies, and patterns of interaction that occur during tutoring sessions.

Data were collected through face-to-face interviews with Resvayulia. The type of interview conducted was open-ended, allowing the informant to freely share her experiences and teaching approaches in a comprehensive manner. The interview questions focused on the instructional methods used, how she adapted her teaching to students' individual characteristics, and the challenges encountered throughout the tutoring process.

RESULTS AND DISCUSSION

Learning guidance is one form of service within guidance and counseling that aims to help individuals or students develop positive attitudes and learning habits. The goal is for them to master knowledge and skills, as well as to be prepared for higher levels of education. Every individual inevitably faces various problems in life, whether related to personal, group, social, learning, or career aspects.

Based on the findings of the study. Yaya is an experienced educator who has been actively contributing to non-formal education, particularly in English language instruction through tutoring programs, since 2009. With over sixteen years of teaching experience, she has guided students from various educational levels ranging from elementary school to university and built a reputation as an adaptive and responsive tutor attuned to students' learning needs. Her tutoring services are not limited to the Jambi area, as they also reach students from other regions such as Jakarta, reflecting the high level of trust in the effectiveness of her teaching methods.

Many university students take advantage of their academic breaks to attend her tutoring sessions. This illustrates that the program she manages is flexible in both scheduling and teaching approach, catering to learners from diverse educational backgrounds. The wide geographic scope and varied student demographics suggest that her methods are not only engaging but have also created a tangible positive impact.

The core teaching approach employed by Yaya is the "learning while playing" method. This strategy emphasizes the development of speaking and listening skills through an enjoyable and stress-free learning environment. She rejects traditional methods that rely heavily on memorization and passive listening, and instead fosters a classroom atmosphere rooted in interactive and participatory learning. In this model, speaking and listening activities are integrated rather than separated, encouraging students to communicate more confidently in English.

Yaya once stated that a teacher's role is not merely to deliver material, but to understand each student's abilities and develop their potential to the fullest. She believes that effective teaching begins with a deep understanding of students' strengths and weaknesses. The implementation of the "learning while playing" method is carried out through various activities such as role-playing, group discussions, and communication-based educational games. These activities help students master not only technical aspects of the language, but also its real-life application. The ultimate goal is to create a learning environment that is relaxed yet meaningful, while fostering student enthusiasm and engagement.

At the Tutoring Center participant or yaya, class levels are determined based on students' competencies rather than their formal school grades. The first level is designed for beginners, including young children in the first grade of elementary school who are just learning to read. The second level is aimed at more advanced students who already possess foundational language skills and seek to deepen their proficiency. Lessons at this stage include discussions, presentations, and light debates that nurture critical thinking and confidence in using the foreign language.

In addition to focusing on material comprehension, Yaya pays close attention to each student's learning style and pace. She tailors her teaching strategies to suit individual needs. Furthermore, she prioritizes emotional connections with her students. The sense of safety and comfort established through warm teacher-student relationships is key to building students confidence and motivation. This is evident in the students strong preference to continue learning with Yaya herself rather than with substitute teachers, highlighting the importance of teacher personality and social approach in achieving successful learning outcomes.

Teaching methods used by participants, which combines elements of play with a focus on verbal language development, fosters a learning environment that is both effective and enjoyable. Her approach demonstrates a deep understanding of language acquisition processes and the flexibility to adapt teaching strategies to students' needs. She proves that learning English can be a humanistic, creative, and inspiring experience.Considering her achievements, participant or Yaya approach has strong potential to serve as an alternative learning model, especially in addressing the challenges of low student interest and speaking proficiency in conventional classroom settings. Therefore, further large-scale research is recommended to evaluate the effectiveness of this method and explore its applicability in formal education systems.

Overall, this approach underscores the importance of two-way communication, a deep understanding of student character, and strong interpersonal relationships. She serves as a concrete example that successful teaching is not solely dependent on methodology, but also on empathy, dedication, and psychological understanding of learners. This model is highly relevant for enhancing foreign language education in both formal and non-formal settings in Indonesia.

CONCLUSION

Learning guidance and counseling is a form of assistance aimed at helping individuals overcome various problems in the learning process. Some important principles of learning include: The learning process should motivate and facilitate students so that they can learn independently. The more senses involved during learning, the more information can be absorbed. Learning is also a process that involves direct experience, so active student participation is one of the key factors in achieving successful learning.

In this study, the researcher has concluded that the learning approach applied by the participants or yaya.namely the learning while playing method, has proven effective in creating an English learning environment that is not only enjoyable but also effective and relevant to the needs of students from various social, economic, and educational backgrounds. With over 16 years of teaching experience, Yaya demonstrates pedagogical maturity in adapting her teaching methods to suit the individual differences in students' personalities, abilities, and learning styles. Moreover, she has succeeded in building strong and meaningful interpersonal relationships with her students, which serve as the foundation for a supportive and conducive learning environment.

One of the key strengths of Yaya's teaching strategy lies in her ability to integrate listening and speaking skills actively within contextual learning activities. This approach

enables students to acquire English language skills more naturally and in ways that are integrated with their everyday learning experiences. Beyond cognitive development, this method also helps to build students' confidence in using English in various real-life situations. Her rejection of traditional methods that are overly focused on memorization and passive learning reflects her commitment to student-centered education, where learners' active engagement becomes the cornerstone of effective instruction.

Another equally important aspect is the emotional connection established between the tutor and her students. This personal bond plays a significant role in enhancing student motivation and engagement in the learning process. The high level of student loyalty toward Yaya as demonstrated by their refusal to accept a substitute teacher is clear evidence that teaching success is not solely determined by techniques and methods, but also by the teacher's personality, empathy, and ability to build positive social relationships with students.

Considering these findings, the teaching approach practiced by Yaya deserves to be regarded as a valuable model for developing a responsive, adaptive, and inclusive form of non-formal education. This research contributes new insights to educational practices in Indonesia, particularly in responding to the challenges posed by social and cultural diversity, as well as individual learner differences. Therefore, it is highly recommended that further research be conducted with a larger number of participants and within more diverse geographical contexts in order to evaluate the effectiveness and sustainability of this approach and to explore its potential for broader implementation within Indonesia's non-formal education system.

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