



ONE-ON-ONE LEARNING METHOD IN SOLVING ENGLISH SPEAKING PROBLEMS: A STUDY ON EFL LEARNERS

Juspaningsih*¹

Politeknik Ilmu Pelayaran Balikpapan

*Corresponding Author Email: ningsihjuspa@gmail.com

Abstract

The goal of the current study was to provide more information on one-on-one instruction as a learning approach for EFL learners' English speaking difficulties. The study's main interests were the EFL students' perceptions of one-on-one instruction and the speaking skills they acquired from it. This study employed a qualitative research design. Semi-structured interviews, documentation and speaking activity observation were used as data gathering methods. The researcher included EFL students who take speaking-focused courses at an English course in Makassar in the data collection process. There were ten EFL students available for an interview. After gathering the data, the researcher examined the data using three steps of data analysis; data reduction, data display and conclusion drawing/verification. The findings of this study showed that EFL students had difference opinions about one-on-one instruction. One-on-one instruction, according to them, is good, great, effective, efficient, fun, adaptable, and peaceful. Then, there were certain speaking exercises that EFL learners typically pick up along the learning process to hone their speaking skills. These speaking exercises included role plays, retelling movies, describing images, speaking games like dominos and speaking boards, question and answer sessions, telling daily activities, sharing experiences, outlining preferences, and talking about planning.

Keywords: One-on-one learning, Speaking, EFL learners

INTRODUCTION

English learning is highly expected to be successful especially in Indonesia whether it is in formal or informal education. In formal education, learning English is focused on all skills. Learners are expected to master all skill. Yet in non-formal education, it is sometimes focused on one skill such as speaking. Therefore, they can choose what they want to focus on, how they learn, and where they want to learn.

Most students are interested in learning more about the skill to improve their ability to speak English as a foreign language. Since speaking is a means of expressing one's thoughts and emotions. Speaking is the active use of language to express meaning, as mentioned by (Samira Al Hosni, 2014), therefore this is also relevant. Nevertheless, some claim that speaking English is harder to master than other abilities. (Thornbury, 2005) emphasizes the fact that speaking is substantially more difficult and that some students struggle with it.

As a result, some individuals who are interested in learning English look for strategies or techniques that will aid in overcoming their difficulties speaking the language. The one-on-one learning method is the choice. There needs to be a quick explanation of the term because it may sound unfamiliar to certain people. One teacher works with one student in a setting known as "one-on-one learning." History claims that the idea of individualized instruction was first applied by the Ancient Greeks when Socrates taught a young slave child.

According to (Marylin Lewis and Tasha Bleisten, 2015), one-on-one education has produced notable learning improvements and offered tailored learning that is not possible in more spacious language courses. For some learners, choosing a method of learning English has various reasons. There are a few reasons why one-on-one learning is selected, according to (Watskin, 2010). The students have an easy time setting their own pace and have the best opportunity to talk and develop their language skills. They can also request a certain vocabulary word or topic. In addition, it is simple for students to organize their study time and place, as well as to investigate concepts they do not fully grasp. The learning is quicker and more intense, students can concentrate on the skills they need, they can discover more about their instructor, and they will feel more confident because shy students will not be intimidated.

In Makassar, some courses provide one-on-one instruction as an alternative for EFL students to develop their speaking abilities, as is done by one of the course institutes. The educational setting is an English course that emphasizes speaking ability through the use of private instruction or one-on-one instruction (one trainer for one student). Its goal is to aid individuals in speaking more clearly. For those who are busy, this course may be the best option because it has a flexible teaching philosophy. There are six options available for learning in this course because it is primarily designed for people who are busy.

The choice of the trainer is firstly up to the pupils. They can choose where they wish to study, which is the second freedom. It allows students the option of studying in their home, office, or workplace. Next, as long as the course instructors do not have a full schedule, the students are allowed to set their own schedule. The alternative is to learn English without understanding its tenses. Because grammar is not the main focus of this course, the students will not be pressured to memorize the tenses. The student will be questioned about what they actually need to learn prior to beginning the learning process. The learner, for instance, is a businessman. He wants to concentrate on how to present or make a call as a result. Free practice is the final option. Wherever they go, the students can practice their speaking skills.

Many people are interested in taking the course since it allows for flexible English education. The manner of instruction also piques their attention. The institution offering the course uses private instruction, or one-on-one learning, as was already mentioned. In order to receive more one-on-one time from the instructor, the students there study English face-to-face. Anyone can sign up to be a learner there, whether they are a young learner or an older learner. Most of the students are older people. They come from various academic backgrounds. They are interested in learning English for various reasons. They include doctors, lecturers, teachers, business people, and sailors. Most of them are effective after attending multiple class meetings, while some still have trouble communicating.

Therefore, the researcher believes that it is crucial to carry out this research in order to determine whether or not the one-on-one learning approach is beneficial and to understand what the learners think of it. Additionally, class size is a determinant in the success of the learning process, particularly when studying a language like English as a foreign language, hence it is vital to do this study. Additionally, the fact that this research is unique from previous studies makes it intriguing to carry out. The one-on-one learning approach and adult learners will be the main topics of this study. The subjects of other studies that concentrate on large classes are often those who are enrolled in formal education. Since the researcher spent about three years as a trainer, she is already familiar with the circumstances and issues that are present at the course institution, making this research both feasible and doable. Even though the idea of one-on-one learning was used in Ancient Greece, there are not many research papers about one-on-one tutoring.

The study related to one-on-one learning in solving learners' speaking problems is quite hard to find, but there are some related studies about learning method, adult learners and English speaking problems faced by the learners in learning a foreign language. The studies conducted by the researchers have different investigation or focus. Since the focus is different, the findings are also various. Firstly, (Szeto, 2014) in his investigation about a comparison of on-line/ face-to-face learning based on students' and instructors' experiences found that both the online and face-to-face students attained similar learning outcomes. The two groups have similar skill after studying via online and face to face. In relation with speaking difficulty, (Koosha, Bahare, Keetabi, Saeed, & Kassaeian, 2011) in their research under the title 'The Effect of Self-esteem, Age, and Gender on the Speaking Skills of Intermediate University EFL Learners found that self-esteem and age significantly affect the students' speaking skill. Otherwise, gender and speaking skill have no significant relationship.

Based on the finding of the previous research that age has significant effect to the students' speaking skill, there should be a special design for someone who wants to learn a foreign language, especially for adult learners. They struggle with speaking clearly and correctly. The challenges brought on by a few elements, according to (Renandya, 2002). The factors are divided into the following four categories. The first is about age or maturational constraints. One of the factors that determine whether someone learns a second language or a foreign language successfully or unsuccessfully is age. Especially if the students are older. Even if they have an excellent understanding of how to learn well, it is exceedingly challenging for adults to learn a foreign language. According to Richard-Amato,

"getting older is not always advantageous in learning a second language," (Ruijuan Wu, n.d.) stated the same thing. The capacity of adult learners to enunciate the target language fluently and with native-like pronunciation may be limited or affected by aging. Even if someone can pronounce words and sentences well, issues with intonation, stress, and other phonological details still cause confusion or break down communication. The second is aural medium. One cannot possibly answer if they cannot grasp what is being stated. Speaking and hearing are therefore tightly tied to or entwined, because listening is the fundamental process by which language norms are internalized. The next is about socio-cultural factors. Numerous cultural aspects of a language have an impact on second- or foreign-language learning. Given that linguistic communication takes place within the framework of structured interpersonal interaction and that meaning is socially regulated, language can be seen from a pragmatic perspective as a form of social activity. So, in order to speak a language, one needs to understand how it is used in social settings. The last factor is affective factor. Emotions, self-worth, empathy, anxiety, attitude, and motivation are the emotional elements associated with second language acquisition.

In line with the statement, (Luliana Lungu, 2013) conducted a research related to English course design for adults who study mechanical engineering. This study conducted to describe about their needs. The ability to understand a wide range of text, including diagrams, tables, graphs, course brochures, and job advertisements, be able to follow lectures and take notes, be able to write straightforward descriptions and explanations of components and processes, be able to write study- and work-related letters, and last but not least, be able to communicate about engineering topics. In addition, there was a research conducted in France by (N. Ramila Diaz, 2015) about English private tutoring through advertisement campaigns. The tutoring is aimed to help people get a better job. As a result, it shows that through campaigns, English is good for doing trading and help French people to have a good job. This English private tutoring also draws consumers' attention. To summarise, some previous studies above show that students still have some problems in speaking English, especially for adult learners.

Speaking appears to be more crucial for language learning than other language abilities like reading, writing, and listening. Speaking is a difficult aspect of language learning, according to (Karlfried Knapp and Barbara Seidlhofer, 2009). They presume that while someone may be able to read and write well, speaking skills are not always a given. Consequently, a learner of a foreign language occasionally desires to concentrate entirely on speaking tasks. However, speaking exercises in the classroom continue to have a lot of issues. Speaking activity has four issues, according to (Ur, 1996). Inhibition is first. Many language learners find it difficult to express themselves in a foreign tongue. They are hesitant to speak English and fear making blunders. As a result, they are reluctant to talk. No words to express is the second issue. When a teacher asks the class to speak, the students are occasionally too sluggish to think. even if they are not restrained. They will remain silent during the speaking lesson since they find it extremely difficult to express their feelings. Low or inconsistent participation is another issue. If there is only one speaker in a large class, speaking activities are frequently uninteresting. Sometimes the talkative kids take control of the classroom. Due to this circumstance, other students may speak up till the end of the lesson while the passive students will remain silent. The use of mother tongue is the final issue. Every student encounters this issue because they frequently communicate ideas in their mother tongue. They frequently use it since it is simpler to say. Students communicate with teachers and other students in their mother tongue throughout classroom activities. Therefore, English language learners must reduce this behavior through cooperative learning, which includes the team interview technique.

Based on the explanation above, the researcher attempted to carry out a research entitled **One-on-One Learning Method in Solving English Speaking Problems: A Study on EFL Learners** to find out the new concept of learning English through the method.

METHOD

The researcher employed a qualitative research design for this particular investigation. It was used to learn what EFL students thought about using one-on-one instruction to solve some challenges that were based on English speaking. The research was conducted at an English private course located in Makassar and the subject of this research was the EFL learners who learn English through one-on-one learning. Teenagers or adult learners were chosen as the study's subjects because the researcher

believes that these groups of learners prefer one-on-one instruction to large classes. Through the use of purposive sampling, the subjects were picked.

The information for this study was gathered through interviews. Semi-structured interviews were the format of the interview. A semi-structured interview is one in which the nature and format of the questions are developed over time to assure their topic focus, according to (Gillham Bill, 2005). The subjects were questioned about their thoughts on one-on-one instruction and the speaking exercises they received from the trainers during the learning process.

Information was acquired through documentary evidence in addition to interviews. (John W. Creswell, 2012) asserts that one excellent source for a qualitative study that can offer some information about the topic under investigation is a document. The researcher looked over a range of documents, including papers and document files.

There were some procedures set by the researcher in collecting data from the chosen subjects. Here are the following procedures. At the first, the researcher requested approval from the course director. Next, the learners will be chosen by the researcher. After selecting the clients, the researcher inquired about the clients' itinerary with the front officer. The researcher then visited with each client individually to discuss the findings of the study. After that, the researcher conducted interviews with them in accordance with the study's goals while recording their opinions.

The researcher conducted three steps of analysis after gathering the data. Those are data reduction, data visualization, and conclusion drawing or verification are the final phases. Data reduction is the technique through which a researcher can gather a large amount of qualitative data, such as interview transcripts, field notes, observations, etc. that has been condensed and organized, such as through coding, creating summaries, eliminating unnecessary data, etc. While the researcher will aim to eliminate all useless data at this point, it is important to make sure that they are available in case they are needed because unexpected results can force them to revisit some data they had previously deemed superfluous.

Furthermore, a display is an organized and compressed assembly of information and it will be displayed it thematically. The theme will be divided into two. The first is about the learners' opinion about one-on-one learning and the second is speaking activities used in one-on-one learning method. It makes the data compact and immediately accessible. A display can be an extended piece of text or diagram, chart, or matrix that provides a new way of arranging and thinking about the more textually embedded data. Data displays, whether in world or diagrammatic form, allow the analyst to estimate value from the data enough to begin to understand systematic patterns and interrelationship. The last step is conclusion drawing/verification. The analysis at this point should enable the researcher to start drawing conclusions about her work. The veracity of these initial findings can then be checked by comparing them to your previous field notes or by gathering more data. The data analysis technique supported by (Matthew B. Miles dan A Michael Huberman, 1994).

FINDINGS AND DISCUSSIONS

EFL students' perceptions of the one-on-one teaching technique

The data of the interview was taken from the interview of EFL learners who learn English, especially speaking in a course which applies a learning method which is called one-on-one. The interview was intended finding out perspective of the researcher who interviewed the EFL students at Ehost regarding the interviewing process. The data from the interview had shown that there are six opinions stated by the EFL learners about a one-on-one learning method as the solution for their English speaking problems. The EFL students stated that the one-on-one learning method was good, excellent, efficient, effective, enjoyable, and flexible. They gave good opinion about a one-on-one learning method with some reasons.

a. Good

Some students claimed that one-on-one instruction is beneficial. They made the decision to enroll in a course that would teach them English well and be a good fit for them. They have a few justifications for why they believe the teaching strategy is beneficial for both them and anyone else interested in taking the course, particularly English speakers. The following interview quotes show the transcription of the interview concerning the students' opinions:

“ Menurut saya bagus karena mengajarnya lebih fokus ke satu orang sehingga kita betul-betul memperhatikan kalau mislanya trainernya menjelaskan.” [I think it is good because the teaching focuses on one person so we really pay attention if the teacher gives explanation].

Similar to this, the EFL learner claimed that one-on-one instruction is beneficial due to their concentration on learning. As it stated by the learner in the interview as follows:

“... kalau one-on-one juga lebih bisa fokus. Tidak sama waktu saya kursus dulu. Banyak sekali siswanya jadi nda' fokuski. Nda' fokus ke satu orang...ehmmm...jadi tidak semua pintarlah” [we can focus on one-on-one learning. It is different when I took a course. There were many students so we could not focus. It did not focus on one person...ehmmm...So not all students are clever].

In agreement, the other stated that the one-on-one learning technique is beneficial since the subject matter is simple to understand and the learner feels free to ask questions when using this method, as stated by the following student in the interview:

“...bagus karena bisaki terbuka dengan satu sama lain baru gampangki mengerti juga tidak malu-maluki bertanya. Jadi kalau ada mau ditanyakan nda' canggungki.” [... good because we can share each other and it is also easy to understand the material. We also are not shy to ask so we feel free to ask about something]

Additionally, someone stated that the one-on-one learning approach is beneficial, particularly for professionals like sailors. He stated

“... metode seperti ini sangat terutama bagi para pelaut. Apalagi fokus belajarnya kan speaking jadi kita bisa praktek speaking.” [... This approach is beneficial, especially for sailors. Additionally, the emphasis of the lesson is speaking so that we can practice speaking.

Additionally, he said

“karena face to face...”. [... because it is face to face...]. next he stated *“kita bisa lebih akrab dengan pengajarnya apalagi kalau sudah lama belajarnya jadi tidak ada lagi rasa kaku toch untuk ngomong. Kecuali kalau baru pertama-pertama.”* [we can be closer with the teacher moreover if we have been studying for so long so there is no more feeling awkward to speak. Unless in the first meeting]

Based on the finding, the one-on-one learning method is also good because the teacher will get easy to measure the learners' ability and progress as mentioned by the learner from the interview in this statement

“sangat bagus apalagi dari segi kemampuan kita dinilai sampai dimana kemampuanta' apanya yang kurang. Mudah ditau apakah kita sudah ada kemajuan atau tidak karena satu orangj yang ditangani oleh trainernya.” [it is very good especially for measuring our skill. The teacher can measure our ability whether we have progress or not because the teacher teaches one person only].

Next, the data about the reason why one-on-one learning is good also found from the interview as the following excerpt:

“Bagusnya kalau private atau metode one-on-one bisaki memilih materi dan bisa bertanya apapun itu. Bebas bertanya...” [The good thing about private or one-on-one method is free to choose material and ask anything]

In addition, the interview data indicated that one-on-one learning is preferable than studying in a large class since it gives the student more opportunities to speak. The following information gleaned from the interview lends credence to the claim:

“ Menurutku, metode seperti ini sangat bagus terutama untuk kursus speaking Bahasa Inggris karena kita lebih banyak mendapatkan banyak kesempatan untuk berbicara dibandingkan kalau dalam kelas, paling satu atau dua kali ngomong karena banyak orang. Trus mungkin waktunya terbatas. Jadi frekuensi ngomongnya lebih banyak” [In my opinion, this method is very good especially for an English speaking course because we get more opportunity to speak rather than in the classroom, probably once or twice we get opportunity to speak because there are many people. Then, the time is probably limited. So the frequency to speak is much more].

In line with these statement, the data from the interview showed that other learner said that one-on-one is good because the learner felt comfortable to speak. It was stated in the interview as can be seen below:

“... ee karena biasanya kan kita kalau rame dalam kelas biasa kan kita malu untuk berbicara belum lagi kayak temanta ada yang sudah lebih Bahasa Inggrisnya. Kita merasa risih di dalam makanya kalau satu-satu lebih nyaman lebih ee lebih luwes berbicara menyampaikan apa yang tidak dimengerti.” [ee because usually we are shy to speak in the classroom moreover if our friends have good English. We feel uncomfortable in the class so in one-on-one class, we feel comfortable to say what we do not understand].

b. Excellent

A person who wishes to practice their speaking was said to find the one-on-one learning approach to be extremely good. "Excellent!" was the respondent's comment. The interviewee added that one-on-one instruction is the best because it is simple to identify our areas for improvement and receive immediate feedback. Following what was said in the interview:

“...bisaki pribadi tahu kelemahan ta eemm terus bisaki diajar tentang ini itu baru bisaki emm kan disini misalnya ada yang tidak ditahu baru dikasi tahumi sama trainernya baru diajar maki begitu kalau belum dimengerti.” [We can readily identify our areas of weakness, and the trainer can teach us anything even if we do not understand it, so we can immediately identify what we do not know]

c. Efficient

According to the interview results, two students agreed that the one-on-one learning approach is effective. The reason why they stated that it is efficient is because it is good for busy people who want to improve their English speaking. Here are those statements:

“... cukup efisien karena saya kira ini sangat cocok bagi orang sibuk . Apalagi di sini kalau mau belajar tergantung kita, kalau banyak waktuta, bisaki datang tiap hari.” [I think it is efficient enough because it is very suitable for busy people. Moreover the learning depends on us, if we have much time, we can come every day]

Another person then gave the same justification for the one-on-one learning approach. As seen in the following:

“Menurut saya, metode ini sangat efisien. Kenapa saya katakan seperti itu karena ini cocok bagi orang yang memiliki banyak kesibukan. Jadi efisiennya itu karena dari segi waktu. Kita bisa mengatur waktu belajarnya.” [In my opinion, this method is very efficient. Why I stated it because this method is suitable for someone who has many bussiness. Therefore, its efficiency is the time. We can arrange the learning schedule]

d. Effective

According to the results of the interview, it was discovered that the one-on-one teaching approach is likewise effective, as expressed by the students who use it. The claim is evident in

“... efektifki juga, miss. Materi yang dikasi bisa lebih ditangkap sama studentsnya juga dan kalau misalnya dibandingkan sama yang metode pembelajaran yang perkelas kan banyak studentnya jadi mungkin nda' terlalu terfokus ke situ, nda' terlalu didapat materinya, kalau disini bisa lebih dimengerti materinya.” [... it is also effective, miss. The given material is easy to understand by the students as well. If it is compared with classroom learning, there are many students so probably the learning process does not focus on one person, the material is difficult to understand. Here, we can easily understand the material].

In addition, the interview's findings revealed still another factor supporting the learner's claim that the one-on-one teaching approach is successful. The statement can be seen as follows:

“....efektifki ee bisaki memang kayak speaking langsungki praktek itu kan kalau di kelas kayak ituj toch miss banyal sekali suara baru itu juga gurunya pasti masa mau berinteraksi satu-satu sama anunya, siswanya. Tidak mungkin toch pasti ada yang tidak fokus ...” [it is effective. We can practice our speaking. If we are in the classroom, there are too much voice and it is impossible for the teacher to communicate with the students one by one].

e. Enjoyable

Based on the interview, one interviewee said that one-on-one learning method is enjoyable because the learner can be closed with the teacher. The learner does not only study English, but also the learners can recognize the teacher well. It is shown on the interview related to the opinion about one-on-one learning method asserted by the EFL learner. Here it is:

“Menurut saya juga, metode belajar one-on-one itu menyenangkan karena selain belajar tentang Bahasa Inggris, kita bisa kenal dekat dengan trainernya. Kalau sudah akrab sama trainernya kan kita bisa leluasa bertanya tentang Bahasa Inggris.” [In my mind, one-on-one learning method is enjoyable because we do not only learn English, but also we can be closer with the trainers. If we are closed with the trainers, we will feel free to ask about English].

f. Flexible

The next finding of the EFL learners' opinion about one-on-one learning method is about the flexibility. An interviewee said that this method is flexible for some reasons. The reasons are shown on the statement from the interview.

“ Kalau menurut pengalaman saya belajar, metode ini juga fleksibel. Misalnya dari segi waktu dan materi. Bagi orang yang sibuk, saya kira mereka bisa mengatur kapan saja mereka mau belajar. Trus kalau masalah materi, kita bisa request materi yang dibutuhkan selama itu tidak melenceng dari materi ajar yang sudah disiapkan oleh trainernya.” [based on my learning

experience, this method is flexible. For instance the time and the material. For busy people, I think they can arrange their schedule anytime they want to study. then, for the material, we can request what material needed as long as it is not out of the material prepared by the trainers].

g. Quiet

The last finding of the opinion about one-on-one learning is “quiet”. The interviewee thinks that learning using one-on-one method is quiet:

“Menurutku, kayak hening begitu. Lebih hening daripada banyak siswa ribut-ribut begitu. Jadi apa nda fokus belajar kalau banyak siswa.” [In my opinion, it is quiet. It is more quiet than learning in a large class which has many students who make a noise. Therefore, we do not focus in learning if there are many students].

Some speaking activities gain by the EFL learners in one-on-one learning method

According to the results of the interview, observation, and recording, there are some speaking actions that students typically acquire through one-on-one instruction. These include role playing, narrating a movie, describing pictures, question and answer, explaining daily routines, speaking games (such as dominoes and board games), sharing experiences, and expressing preferences.

DISCUSSION

The discussion focuses on additional analysis and justification of the data presentation resulting from the formulation of two research questions. On the basis of the research questions used in this study, the discussion is split into two sections. The conversation will center on what EFL students think about one-on-one instruction and the speaking skills they have developed as a result.

According to the findings, the EFL students expressed several thoughts regarding the one-on-one teaching style. The comment made by the students was based on their ability-improving one-on-one learning experience. The one-on-one learning technique was praised by the EFL students as being good, great, efficient, effective, entertaining, flexible, and peaceful. They provided constructive criticism of the teaching strategy because they saw improvement in their speaking.

In line with the statement, there are some factors affect someone’s speaking ability. One of the factors is performance ability. As it has been stated by (Thornbury, 2005) that speaking in face to face can help us monitor the responses. Besides that, environmental condition can affect the speaking ability. Therefore, a learner said that one-on-one learning method is quiet. It means that the learner can focus in studying because the place is quiet. There are no many students in the class.

On the other hand, one EFL learner claimed that the one-on-one teaching approach is beneficial since it gives the students lots of chances to communicate while they are studying. The claim is related to (Ur, 1996) assertion that one of the challenges experienced by students learning to speak English is uneven involvement. Therefore, it is a good solution for anyone who wants to improve their English speaking ability to learn using one-on-one learning method because they can get much opportunity to speak English. There are no many persons.

Additionally, every EFL learner’s viewpoint in the interview demonstrated a strong correlation (Watskin, 2010) justification for selecting the one-on-one learning technique. People may prefer to learn one-on-one since it is simple to understand their pace and they have the best opportunity to talk and practice the language. They can also request a certain vocabulary word or topic. In addition, it is simple for students to organize their study time and place, as well as to investigate concepts they do not fully grasp. The learners can concentrate on the skills required, they can discover more about their tutor, and the learning is quicker and more intensive.

CONCLUSION

Based on the finding of the data, it can be concluded that one-on-one learning method can be a good solution for someone who wants to focus in learning English especially for improving the speaking skill. Since most learners from the interview said that they did not focus on learning when they studied because the class is so crowded.

The success of learning is also affected by a variety of circumstances. The learning environment is one of the elements. Due to poor learning conditions, some students find it difficult to concentrate on their studies. They must therefore locate a reputable institution where they can study a foreign language like English.

The speaking activity is another finding from this study that we can draw. Speaking exercises, particularly those that focus on speaking, can be viewed as crucial components of English language instruction since they allow students to practice speaking.

ACKNOWLEDGEMENTS

In accordance with this research article, the researcher would like to express her highest gratitude to Allah SWT for blessing, health, and love so that the researcher could finish this article. She also would like to thank a lot of people who support, motivate, or advise her to arrange this. In this chance, the researcher also would like to express her gratitude and appreciation to her institution-Politeknik Ilmu Pelayaran Balikpapan, English Course institution where the researcher conducted the research and specially thank to all subjects of this research.

REFERENCES

- Gillham Bill. (2005). *Research Interviewing: The Range of Technique*. New York: University Press.
- John W. Creswell. (2012). *Educational Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research*. Boston: Pearson Education, Inc.
- Karlfried Knapp and Barbara Seidlhofer. (2009). *Handbook of Foreign Language Communication and Learning*. Berlin: Mouton de Gruyter.
- Koosha, Bahare., Keetabi, Saeed., & Kassaeian, S. (2011). The Effects of Self-esteem, Age and Gender on the Speaking Skills of Intermediate University EFL Learners. *Theory and Practice in Language Studies*, 1 (10), 1328–1337.
- Luliana Lungu. (2013). Designing An English for Adults Non-Philological Students in Long-Life Learning Education. *Procedia - Social and Behavioral Science*, 76, 456–459.
- Marylin Lewis and Tasha Bleisten. (2015). *One-on-One Language Teaching and Learning: Theory and Practice*. New York: PALGRAVE MACMILLAN.
- Matthew B. Miles dan A Michael Huberman. (1994). *Qualitative Data Analysis* (second Edi). London: SAGE Publications Ltd.
- N. Ramila Diaz. (2015). English Private Tutoring in France: The Race for A Better Job Starts in Advertisement Campaigns. *Rocedia - Social and Behavioral Science*, 176, 176–180.
- Renandya, R. and. (2002). *Methodology in Language Teaching*. Cambridge: Cambridge University Press.
- Ruijuan Wu, R. W. dan V. T. Le. (n.d.). Challenges of Adult in Learning English as A Second Language: Focus on Adult Education in China. *Journal of Language Teaching and Research*, 5 (5), 1132–1138.
- Samira Al Hosni. (2014). Speking Difficulties Encountered by Young Learners. *International Journal on Studies in English Language and Literature (IJSEEL)*, 2(6), 22–30.
- Szeto, E. (2014). A Comparison of Online/Face-to-Face Students' and Instructors' Experiences:

Examining Blended Synchronous Learning Effects. *Procedia, Sosial and Behavioral Science*, 116, 4250-4254.

Thornbury. (2005). *How to Teach Speaking*. England: Longman.

Ur, P. (1996). *A course in Language Teaching*. United Kingdom: Cambridge University Press.

Watskin, S. (2010). Ten Good Reasons to Choose One-to-One Language Training. Retrieved 20 April 1BC, from <http://www.cactusworldwide.com/blog/2010/07/26/10-good-reasons-to-choose-one-to-one-language-training/>.