

**CHAPTER IV
RESEARCH FINDINGS AND DISCUSSION**

A. Research Findings

In this chapter, the researcher explained narratively about participants' stories in teaching as private supplementary English tutors in short-term EFL classes focused on challenges and coping strategies. The interview results divided into three parts: 1) Challenges that have been faced by participants while being a private supplementary English tutor, 2) Coping strategies to cope with the challenges, 3) The most effective strategies to cope the challenges faced by private supplementary English tutors. The researcher arranged summary of the interview to represent the findings. Then, the results of the interview were analyzed thematically and presented independently.

Table 4.1 Summary of The Findings

No.	Participants	Challenges	Coping Strategies
1.	MHB (Participant 1)	1) Less attention 2) Less interest 3) Sleepy students	Pre-test
2.	M (Participant 2)	1) Multiage classes 2) Different personalities	1) Creative teaching 2) Direct interaction
3.	ED (Participant 3)	1) Teaching method 2) Teaching ideas	1) Brainstorming 2) Creative teaching
4.	YDW (Participant 4)	1) Less interest 2) Forced students	Arranging the most suitable approaching methods

No.	Participants	Challenges	Coping Strategies
5.	BJ (Participant 5)	1) Teaching preparation 2) Different responses 3) Different levels of understanding	1) Reviewing students' questions 2) Educational punishment 3) Brainstorming
6.	SH (Participant 6)	1) Students' behavior 2) Low motivation 3) Different levels of understanding	1) Direct interaction 2) Randomizing Students' Seat

1. Challenges as Private Supplementary English Tutors in Short-term EFL Classes

Challenges are always encountered in every field including in educational field. Not only teachers, tutors also faced some challenges that become pebbles in reaching their goals. All of participants in this research are experienced and certified private supplementary English tutors particularly in teaching short-term EFL classes. Each participant shared their experience about challenges that they have encountered while being a private supplementary English tutor.

As stated in story 1, every level of students has it owns problem such as less attention and sleepy students. Participant 1 faced difficulties when his students showed less attention to his class, students who showed less attention often will likely feel sleepy.

“Challenges that I have faced while being an English tutor is first less attention from the students, they don't have any huge interest in learning English, this problem usually happened in elementary school. For

junior high school and senior high school, I found some of students like to miss the class and sometimes they sleep in class. And for college students or worker, it's hard to manage their time, they have interest but they don't have free time."

(Participant 1, WhatsApp Interview, 15 March 2023)

Participant in story 2 argued that various age levels and personality become the challenges while teaching English as a private supplementary tutor. Based on Michelle, et al., multiage classes are seen as not desirable placements for either students or teachers.¹⁵

The participant said:

"Some of the obstacles I experienced are many age levels ranging from elementary, junior high school, high school, university, even to lecturers too so tutors are required to understand the psychology of each participant. Also, the differences in the personality of students."

(Participant 2, WhatsApp Interview, 13 March 2023)

Different opinion presented in story 3, the participant said her problem is how she can make her students interested in learning. She focused on her method which contains creative teaching ideas that make her felt overwhelmed from time to time. She said:

"The challenge that I got is how to make the students active and interested in my teaching. In order to make the students interested in our teaching we need to have some creative ideas. Sometimes I feel burdened to continuously make different teaching strategies."

(Participant 3, WhatsApp Interview, 14 March 2023)

In story 4, the participant shared that some of her students are being forced to learn, it makes the students

¹⁵ Michelle Ronskley-Pavia, et al., "Multiage Education: An Exploration of Advantages and Disadvantages through a Systematic Review of the Literature", *Australian Journal of Teacher Education*, Vol. 44 Issue 5 (2019), DOI: 10.14221/ajte.2018v44n5.2

less interested in learning. Forced learning leads to several problems such as destroy the nature of students and reduce students' interest in learning. Thus, students who are forced to attend a class will likely to show less interest. She said:

“The challenge mostly comes from the students who don't have interest in learning English, some students also forced to learn so it is hard to make them accept the materials well.”

(Participant 4, WhatsApp Interview, 15 March 2023)

The next opinion is stated in story 5 which explained some challenges faced by the participant, he divided them into three parts which are unable to answer some questions from students, different responses between students, and contrasting differences of understanding level among students. Obstacles in class are created by both students and teachers. Teacher with lack of theoretical framework can be a problem in teaching English as foreign language.

“I have faced several obstacles as a tutor, including there was a time when I, as a tutor, could not answer questions from students, so I needed to study again. Next, when you become a tutor at school, there are differences in responses between students. Some students can follow the lesson well but the attitude is lacking, some other students do not follow the lesson well but the attitude is good. This made it difficult for me to convey the material and manage their attitude. The last, the level of understanding that is too contrasting between students with each other where there are students who are very smart then on the other hand there are students who are less intelligent.”

(Participant 5, WhatsApp Interview, 16 March 2023)

Participant in story 6 shared some new obstacles encountered by him as seen in his answer. He found

that naughty students, chatty students, students with low motivation to learn, and very intelligent students become his obstacles while tutoring as private supplementary English tutor. The participant said:

“There are so many obstacles I encountered when I go directly to the field, such as naughty students, students with low motivation to learn, and chatty students.”

(Participant 6, WhatsApp Interview, 17 March 2023)

2. Coping Strategies

Challenges come with coping strategies; the first participant shared his coping strategies to overcome the problem he encountered. He argued that he usually does a pre-test before starting the class in order to measure the understanding level of his students. After that, he will separate the students into several groups consist students with various understanding levels. According to Shivaraju, et al., pretests help the students to improve their focus toward teaching-learning process.¹⁶

“Every student has different skill and understanding, so the subject will be created based on their understanding levels. I usually do a pre-test first before I start my class so that I can measure their understanding levels. After that I will separate them into some groups consist of students in various understanding levels.”

(Participant 1, WhatsApp Interview, 14 March 2023)

Participant 2 has different coping strategies to solve the obstacles, he explained that in order to solve the obstacles he provides varied activities and approach the students individually.

“How I solve the problem are by providing varied activities according to the age of the students so that students are not bored and can follow the

¹⁶ Padmanabha Thiruganahalli Shivaraju, et al., “Evaluating the effectiveness of pre-test model of learning in a medical school”, *National Journal of Physiology, Pharmacy, and Pharmacology*, Vol. 7 Issue 9 (2017)

lesson well, approach the students individually and prepare materials, methods, and teaching techniques carefully before starting class.”

(Participant 2, WhatsApp Interview, 13 March 2023)

The next story is shared by participant 3, she said she always tries to use creative and innovative teaching methods to make her students enjoy the class. Teachers are required to develop teaching strategies to engage students' participation and create sense of community.¹⁷ By applying creative and innovative teaching methods, participant 3 successfully received students' excitement in class. She said:

“I always try some interesting methods so that they won't be bored, some new interesting methods can make them enjoy my teaching. That's why being an English tutor/ instructor should be creative and innovative. Actually, this is not really special method, we just need to understand the students' character. Well preparation is a must; we should arrange some materials that we will use for teaching. Prepare some teaching property especially when we're going to teach elementary students. Start your teaching with brain storming, it can refresh their mind. Always invite them to interact with the tutor and their friends and give an interesting quiz.”

(Participant 3, WhatsApp Interview, 14 March 2023)

Story 4 shared participant's experience in creating coping strategies to solve her problems. Based on her opinion, finding correct approaching method based on students' character is a compulsory. Teaching English as foreign language in an entirely different culture needs expertise and

¹⁷ Tono Suwartono, et al., “Creative and Innovative Language Teaching”, *Tarling: Journal of Language Education*, Vol. 6 No. 1 (2022)

appropriate pedagogy in order to meet students' perceived needs.

"We have to find the correct approaching method and learning method based on the students in order to make the class exciting."

(Participant 4, WhatsApp Interview, 15 March 2023)

The next opinion came from other participant as presented in story 5, he explained the way he copes with the obstacles. He stated four coping strategies which are re-explore the material, give educational punishment, provide brainstorming, and give additional hours for some students. Even though he enclosed punishment, the punishment doesn't harm the students physically or mentally, however the punishment will enhance students' comprehension.

"The way I do to overcome the problems encountered are re-explore the material to be delivered, also review students' questions, give educational punishment to students who behave less well or students who have not succeeded in achieving good grades. The punishment is usually in the form of memorizing vocabulary or singing in English. The next is provide brain storming so that students feel relaxed and give additional hours to students who have not been able to achieve good grades."

(Participant 5, WhatsApp Interview, 16 March 2023)

Story 6 stated that the participant usually uses individual approach to develop mutual communication. Besides, he also often discusses the coping strategies with his senior. To develop the cognitive interest of students in learning foreign

language, teachers should pay great attention to every student.¹⁸ He said:

“To overcome some of these problems I usually use an individual approach so that mutual communication occurs, such as making a random seat map and we arrange their seats so that the class is conducive. Besides that, I also discuss the obstacles in teaching with the senior tutor, because their input is very useful and effective.”

(Participant 6, WhatsApp Interview, 17 March 2023)

3. The Most Effective Coping Strategies for Private Supplementary English Tutors in Short-term EFL Classes

Each participant presented their own idea about which one is the most effective coping strategy to overcome the obstacles faced by private supplementary English tutors. Participant 1 said, the most effective way to cope with the teaching challenges is applying cooperative learning method.

“Based on the problems that I have faced, they come from the students so I try to find the best learning method for them which is cooperative learning method. I found it effective to boost their understanding levels.”

(Participant 1, WhatsApp Interview, 12 March 2023)

In story 2, the participant argued that the most effective strategy to face the challenges found in private supplementary English class is using students-centered learning. He said:

“The most effective strategy is using students-centered learning while teaching English.”

(Participant 2, WhatsApp Interview, 13 March 2023)

¹⁸ Stukalenko, N. M., “Individual Approach in Teaching Process”, *European Journal of Natural History*, No. 6 (2016)

In the other hand, story 3 explained that the most effective solution is tutors should teach sincerely and happily, also as a tutor, they are supposed to prepare themselves before they teach. The participant's idea in the most effective coping strategy is to have high self-awareness.

“The solution is we should know and learn many ideas in teaching. For me having much fun and enjoy learning in my class is a must, so as an English tutor we should have skill upgrading in teaching and also teaching sincerely and happily. Tutors have to create lesson plan before they teach and also provide learning media as creative as we can in order to get students' attention. If we teach in advanced level, we should make them feel challenged while learning.”

(Participant 3, WhatsApp Interview, 14 March 2023)

Story 4 was in line with story 3, the participant stated that tutors should prepare themselves before entering the class in order to run the class well.

“As a tutor, we have to prepare ourselves first before go to class. If we have not ready to teach, then the students will not get our explanation well.”

(Participant 4, WhatsApp Interview, 15 March 2023)

The next participant in story 5 has the same idea with story 1 about the most effective coping strategy to overcome tutors' challenge while teaching in private supplementary English class. As stated before, cooperative learning method will enhance students' social skill and their awareness toward the environment around them. Thus, students' awareness will create a healthy relationship among students and teacher.

“In my experience, the most effective way to solve problems is to teach using cooperative language learning where students are divided into small groups. In each group there must be

one or two students who are smart so they can help their friends during discussions. This grouping is quite effective in raising the level of understanding of students because learning is more focused and it is easier for me as a tutor to supervise. Student centered learning like this grouping invites students to think so that problems can be resolved. Students are encouraged to understand the material provided in order to catch up with the understanding of their group mates, over time students who are initially confused will understand.”

(Participant 5, WhatsApp Interview, 16 March 2023)

In story 6, the participant found interesting method to overcome challenges he has been faced while tutoring in private supplementary English class. Based on his idea, randomizing students' seat will increase students' understanding.

“Because every problem must have different handling and actions, so we need a treatment that is appropriate to the problem according to the problem. But in my experience the most effective way of dealing with class problems is by randomizing students' seat. It will make better understanding for students.”

(Participant 6, WhatsApp Interview, 1 March 2023)

B. Discussion

As stated before, in private supplementary English tutoring there are challenges faced by the tutors that should be fixed to meet learning goals. In order to successfully achieve learning goals, tutors have to arrange coping strategies which are vary based on students' needs. Discussing challenges, Michalak and Bavli found major obstacles in teaching English as foreign language which are:

1. Students' Motivation to Learn

Students' motivation denotes the backbone in learning process. Students with low motivation to

learn often feel stressed to understand the materials while students with high motivation appear enjoyed the class. It shows how students' motivation forms major barrier to the effectiveness in learning English.

2. Students' Emotional Inhibitions

Learning foreign language including English often being a sensitive matter because students are not used to it. Many students experienced anxiety, shyness, fear of failure, and prejudice about English while trying to learn. Those unsatisfactory experiences make students are reluctant to learn and practice their English skill.

3. Teaching Large Classes and Differentiation

The environment such a large class with heterogeneous students firmly influenced teaching and learning activities, class with wide spectrum of skills makes teaching more challenging because teacher must find the right way to deliver the knowledge equally.¹⁹

On the other hand, Isidor, Percy, and James conducted a research which found some coping strategies used by English Second Language Teachers namely:

1. Learner-centered Teaching

Learner-centered learning is an approach that requires teachers' focus on learners and their development more than the transmission of contents, encouraging the learners to construct their knowledge actively, and putting responsibility in learning process on the learners. Besides that, learner-centered learning also allows the learners to interact and develop their communication skills as they are given opportunities to identified and present the materials during class lesson.

2. Motivating The Learners

Learners' motivation drives learners to pay more attention in participating English activities. Motivation as a goal-directed approach will

¹⁹ Joanna Madalińska-Michalak & Bünyamin Bavli

stimulate and guide learners to hard work and better performances. Language learning is a complicated process because of various factors, thus motivate the learners is critical.

3. Applying Teamwork

Teamwork is the ability of people in work together to reach specific purpose, applying teamwork in class will make learners assist each other and exchange ideas to create problem solving for the materials discussed. Teamwork is an important strategy in order to drive innovative English teaching and impact learning outcomes.

4. Using Different Resources

Teaching resources are important to prevent students from getting bored and losing interest in class. As a teacher, keeping the lesson enjoyable is obligatory. Different resources should be in line with students' understanding levels and needs for meaningful learning outcomes.²⁰

The result of the interview showed that each participant had different experience and point of view about challenges and coping strategies faced by private supplementary English tutors. All participants shared their stories based on the situation they have faced as English tutors in various short-term EFL classes. We can conclude that most of challenges which had been faced by the participants came from the students, however participant 3 and participant 5 encountered that tutors also play a role in causing challenges. Then, to cope with the challenges, participants have individual opinion based on the circumstances in their class.

a) **Challenges as Private Supplementary English Tutors in Short-term EFL Classes**

Participant 1, participant 2, participant 4, and participant 6 agreed that the challenges they have faced while being private supplementary English tutor in various short-term EFL classes came from their students. A research conducted by David John Brining showed that there are some specific challenges derived from the

²⁰ Isidor Haufiku, Percy Mashebe, James Abah

learners such as short attention spans, emotional volatility, lack of obvious need to learn English as a foreign language, and limitation in learners' cognitive abilities.²¹ The challenges which had been mentioned earlier will interfere teaching and learning activities in class, moreover they also impede the students to reach learning goals.

1) Short Attention Spans

Short attention spans often become the obstacle encountered in classroom. It is in line with some researches conducted by Cummings Hlas, et al.²², Wang²³, Weimer²⁴, and Mehmet & Fatma²⁵ which found that attention problems become common problem in every educational levels.

This problem is faced by participant 1, he said that he often meets students with lack of attention in the class, it made him difficult to reach the teaching goals as presented in story 1, "*...Challenges that I have faced while being an English tutor is first less attention from the students...*"

Lack of attention leads to sleepiness among students, they sleep while the teaching-learning session is still on going. Participant 1 then continued that he also finds sleepy students becomes the challenge he faced, he said, "*...I found some of students like to miss the class and sometimes they*

²¹ David John Brining, "The Challenges Faced by Teachers of English as a Foreign Language to Young Learners in International Contexts and Their Training and Development Needs and Opportunities", *University of York Education*, (2015)

²² Cumming Hlas, et al., "Measuring Students Attention in The Second Language Classroom", *Language Teaching Research*, (2017), DOI: 10.1177/1362168817713766

²³ Wang W., "Factors Affecting Learners' Attention to Teacher Talk in Nine ESL Classrooms", *Teaching English as a Second or Foreign Language*, No. 19 Vol. 1 (2015)

²⁴ Weimer M., "Students and Attention; An Interesting Analysis", (2014)

²⁵ Mehmet Ali Cicekci & Fatma Sadik, "Teachers' and Students' Opinion About Students' Attention Problems during The Lesson", *Journal of Education and Learning*, Vol. 8 No. 6 (2019), DOI: 10.5539/jel.v8n6p15

sleep in class...” Students will likely difficult to catch the material because of daytime sleepiness. Stated by Alqudah, daytime sleepiness is highly prevalent problem that happened to students in various fields and it affects students’ academic performance.²⁶

2) Emotional Volatility

Participant 6 shared that naughty and chatty students will interfere the class while teaching and learning process, “...*There are so many obstacles I encountered when I go directly to the field, such as naughty students, students with low motivation to learn, chatty students...*” Research by Tobias Kärner and Kristina Kögler found that emotional state of students are considered as principal component of learning process.²⁷ Chatty students like to be the center of attention which makes the teacher hard to control the class. Naughty and chatty students may be caused by emotional volatility, unstable emotional state could lead into poor behavior.²⁸

3) Lack of Obvious Need to Learn English as Foreign Language

This challenge is faced by participant 4 and participant 6. Participant 4 said that some of her students are forced by their parents to attend the class, “...*Some students also forced to learn so it is hard to make them accept the materials well...*” It makes students learn without obvious need, otherwise they learn because someone is forcing them. Based on Cui, when students are forced by

²⁶ Mohammad Alqudah, et al., “Daytime Sleepiness among Medical Colleges’ Students in Jordan: Impact on Academic Performance”, *National Library of Medicine*, (2022), DOI: 10.1155/2022/7925926

²⁷ Tobias Kärner & Kristina Kögler, “Emotional States during Learning Situations and Students Self-regulation: Process-oriented Analysis of Person-situated Interactions in the Vocational Classroom”. 8:12 (2016), DOI: 10.1186/s40461-016-0038-8

²⁸ George MacKerron & Nattavudh Powdthavee, “Predicting Emotional Volatility Using 41,000 Participants in the United Kingdom”, (2022)

other people to learn something, it will reduce their interest in learning.²⁹

Then, participant 6 also find his students have low motivation to learn, “...*students with low motivation to learn...*” Low motivation makes student feel lazy to attend the class and learn. A study by Mauliya, et al. showed that lack of motivation creates poor academic performance.³⁰

4) Limitation in Learners’ Cognitive Abilities

Each students have their own cognitive abilities which is different from one another. Participant 6 shared that he finds his students give different responses to the materials, “...*differences in responses between students...*” He continued that his students also having contrast level of understanding, “...*the level of understanding that is too contrasting between students...*”

Different level of understanding between students will make the materials could not be delivered well, the students with low understanding level often feel exhausted to catch up the materials.³¹ A study also showed that cognitive abilities have an impact in students’ comprehensive levels.³²

5) Multi-age Classes

Another challenge that comes from learner is found by Michelle, et al., they explain that classes

²⁹ Cui Shuang-yi, “Forced Learning: Manifestations, Hazards, and Coping Strategies”, *US-China Education Review*, Vol. 8 No. 9 (2018), DOI: 10.17265/2161-6248/2018.09.004

³⁰ Islahul Mauliya, et al., “Lack of Motivation Factors Creating Poor Academic Performance in The Context of Graduate English Department Students”, *Journal of Linguistics and Language Teaching*, Vol. 6 No. 2 (2020), DOI: [10.29300/ling.v6i2.3604](https://doi.org/10.29300/ling.v6i2.3604)

³¹ Yueqi Shi & Shaowei Qu, “The Effect of Cognitive Ability on Academic Achievement: The Mediating role of Self-discipline and The Moderating Role of Planning”, *Front Psychology*, (2022), DOI: 10.3389/fpsyg.2022.1014655

³² Yueqi Shi & Shaowei Qu, “Cognitive Ability and Self-Control’s Influence on High School Students’ Comprehensive Academic Performance”, *Front Psychology*, (2021), DOI: 10.3389/FPSYG.2021.783673

filled with multi-age students create challenge for the teacher. Students with different ages are having different cognitive abilities, the teacher cannot treat them equally because of it.³³ This challenge is encountered by participant 2, he shared his experience, “...*Some of the obstacles I experienced are many age levels ranging from elementary, junior high, high school, university...*”

On the other hand, participant 3 and participant 5 shared that based on their experience, challenges which come across to them while teaching English as private supplementary English tutors are from themselves. Participant 3 explained that the challenge faced by her is how she can manage the class as well as possible, “...*The challenge that I got is how to make the students active and interested in my teaching...*” Then, participant 5 shared that sometimes the challenge came from himself as a tutor because at several occasions he felt unable to teach well and he needs to learn more, “...*I, as a tutor, could not answer questions from students, so I needed to study again...*” A study conducted by David explains about some skills that should be mastered by an English teacher which are managing learners’ behaviour, motivating the learners, selecting and sequencing appropriate activities, managing children’s emotions, and building relationship with learners.³⁴

In addition, participant 3 stated that it is a compulsory for tutor to have well-prepared teaching strategies before entering the class, therefore she often feels burdened to constantly create different teaching strategies to be applied in various classes, “...*Sometimes I feel burdened to continuously make different teaching strategies...*” Besides, participant 5 said sometimes he is not able to find the correct answer for questions asked by his students, “...*I, as a tutor, could not answer questions from students...*” It is the result of deficient preparation,

³³ Michelle Ronskley-Pavia, et al.

³⁴ David John Brining

teacher with lack of preparation may create a problem in teaching English as foreign language.³⁵

Connecting between the research results about challenges faced by English tutors in private supplementary English tutoring and challenges which are concluded by Michalak and Bayli, there are similarities and differences as follows:

1. Similarities

First, lack of obvious need to learn English as foreign language found by participant 4 and participant 6 is similar with students' motivation to learn found by Michalak and Bayli. Second, emotional volatility which is the challenge encountered by participant 6 has the same interpretation with a challenge found by Michalak and Bayli called students' emotional inhibitions. Third, multi-age classes as the challenge faced by participant 2 is in line with teaching large classes and differentiation.

2. Differences

First, a challenge faced by participant 1 that is short attention span and sleepiness. Second, limitation in learners' cognitive abilities which faced by participant 6. Third, a challenge that comes from the tutors which encountered by participant 3 and participant 5 they are arranging teaching strategies and feeling unable to teach well.

The results of this research concerning challenges faced by English tutors are obtained by the participants' stories, thus the other challenges which are not encountered by Michalak and Bayli can be concluded as additional information based on tutors' experiences.

b) Coping Strategies

In order to overcome challenges, participants of this research explained some coping strategies that they have

³⁵ Muhammad Rizal Muhaimin, "Analysis of Some Obstacles in Teaching English", *Research Gate*, (2021)

used while teaching as private supplementary tutors. The coping strategies are mentioned as follows:

1) Conducting Pre-test

As stated in story 1, the participant conducts pre-test to measure students' level of understanding, "...I usually do a pre-test first before I start my class so that I can measure their understanding levels...". By using pre-test, tutors will be easier to deliver materials because they already knew the understanding level of their students. Research by Maria and Anastasiya showed that pre-test positively affected the students and enhance learning outcomes, they found that conducting pre-test will increase students' score in assessment because it helps the teacher to consider the understanding level of the students.³⁶ Pre-test also reveal new insight to learners regarding what action should they do while engaging with materials.³⁷

2) Direct Interaction Between Teacher and Students

"...approach the students individually..." Participant in story 2 shared that he comes to his students one-by-one to check his students in class. When students feel involved in class equally, it will increase their excitement which affect their understanding level. Qanaah, et al. stated that students who are engaged in class will show better understanding³⁸, in line with Fizza who said teaching

³⁶ Maria Janelli and Anastasiya A. Lipnevich, "Effects of pre-tests and feedback on performance outcomes and persistence in Massive Open Online Courses", *Elsevier*, (2020), DOI: 10.1016/j.compedu.2020.104076

³⁷ Steven C. Pan & Shana K. Carpenter, "Pre-questioning and Pre-testing Effects: a Review of Empirical Research, Theoretical Perspective, and Implications for Educational Practice", *Educational Psychology Review*, (2023), DOI: 10.1007/s10648-09814-5

³⁸ Qanaah, et al., "Analyzing Teacher Talk in Classroom Interaction at Junior High School", *Atlantis Press*, Vol. 301 (2018)

through interaction between teacher and students could broaden students' critical thinking horizon.³⁹

3) Brainstorming

Making the students feel refreshed with playful activities, it will increase their focus. This coping strategy is applied by participant 3, she said, "...*Start your teaching with brain storming, it can refresh their mind...*" A study by Abdullahi found that applying brainstorming in class will make the students ready to join the session with joy that does not contain interference.⁴⁰ Another study by Yunus Doğan and Veli Batdı found that a well-planned brainstorming ensures active student engagement while strengthening creative thinking at the same time.⁴¹

4) Applying Creative Teaching Method and Strategies

Participant 2 and participant 3 shared same opinion in how they cope their challenge. Participant 2 stated, "...*How I solve the problem are by providing varied activities according to the age of the students so that students are not bored and can follow the lesson well...*" Then, participant 3 said, "...*I always try some interesting methods so that they won't be bored, some new interesting methods can make them enjoy my teaching...*"

In order to create exciting environment, tutors need to make the materials as creative as they can. A study by Hamdallah⁴², Javad⁴³, and Zohaib, et al.⁴⁴

³⁹ Fizza Anwer, "Activity-Based Teaching, Student Motivation and Academic Achievement", *Journal of Education and Educational Development*, Vol. 6 No. 1 (2019)

⁴⁰ Abdulllahi Naser Mohammad Al Mutairi, "The Effect of Using Brainstorming Strategy in Developing Creative Problem Solving Skills among Male Students in Kuwait: A Field Study on Saud Al-Kharji School in Kuwait City", *Journal of Education Practice*, Vol. 6 No. 3 (2015)

⁴¹ Yunus Doğan and Veli Batdı, "Revisiting Brainstorming Within an Educational Context: A Meta-Thematic Analysis", *Journal of Learning for Development*, 8(3), (2021)

⁴² Hamdallah Ali Musa, "Impact of Creative Teaching on Pupils' Academic Performance in Science", *Research Gate*, (2014)

discovered that creative teaching method affects students' academic achievement, it will help students to have better understanding.

5) Arranging Suitable Approaching Method

To overcome the challenges, participant 4 argued that, "...*We have to find the correct approaching method and learning method based on the students...*"

Approaching method has to be suitable for students since each individual has their own characteristic. The teacher's accurate understanding of suitable approaching method is an important thing in learning activities because it will influence performance variables of learners.⁴⁵ Student-oriented approach which based on each student's specific features in educational process will help teacher to eliminate students' shortcomings.⁴⁶

6) Reviewing Students' Questions

Reviewing the questions asked by students can give new insight in teaching, participant 5 shared his experience, "...*The way I do to overcome the problems encountered are re-explore the material to be delivered...*" The questions from students show which part they could not understand well. If the part of uncomprehend materials are clear, the tutor may create other teaching methods in order to deliver the uncomprehend materials better. Students' questions

⁴³ Javad Soleymanpour, "The Effects of Creative Teaching Method on Motivation and Academic Achievement of Elementary School Students in Academic Year 2014-2015", *Singaporean Journal of Business Economics and Management Studies*, Vol. 3 No. 5 (2015)

⁴⁴ Zohaaib, et al., "A Study on The Identification of Creative Teaching Practices and Their Effect on Students Academic Achievement at University Level", *Ilkogretim Online Elementary Education Online*, Vol. 20 Issue 1 (2021)

⁴⁵ Lestari A., et al., "The Importance of Appropriate Instructional Methods for Training Students' Thinking Skill on Environmental Learning", *International Journal of Pedagogy and Teacher Education*, Vol. 2 (2018)

⁴⁶ Alisher Abdimavlanovich Ashurov, "Importance of Approaches in Teaching Process and Their Types", *European Journal of Research and Reflection in Educational Sciences*, Vol. 7 No. 2 (2019)

can show the potential of the students leading to enhanced learning.⁴⁷

7) Educational Punishment

Educational punishment may enhance students' comprehension, this strategy is used by participant 5, "...give educational punishment to students who behave less well or students who have not succeeded in achieving good grades..." He continued that the punishment is to educate the students, "...The punishment is usually in the form of memorizing vocabulary or singing in English..." Giving educational punishment to the students could be in the form of activities that suits the materials they are learning at that moment.

Rahayu and Arsika stated that educational reward and punishment increase students' motivation and enthusiasm in learning, it helps students to improve their positive behavior which leads the students to enhance their understanding.⁴⁸ Educational punishment also proven to be more disciplined in the learning process.⁴⁹

8) Additional Class

Giving additional class becomes an option to help the students with low level of understanding, participant 5 applies this strategy in order to cope with the challenges he faced, "...give additional hours to students who have not been able to achieve good grades..." Additional class will give more detailed explanation to the students who have slow-understanding skill, thus they will show better performance in the class. A study by Maulida showed

⁴⁷ Maxwell Constantine Chando Musingafi, "Students and Questioning: A Review of the Role Played by Students Generated Questions in the Teaching and Learning Process", *Zimbabwe Open University*, (2014)

⁴⁸ Rahayu Prasetyo and Arsika Yunarta, "The Effect of Reward and Punishment on Learning Motivation in Physical Education Learning", *Journal RESPECS*, Vol. 5 No. 1 (2023)

⁴⁹ Inda Indrawati et al., "Investigating the Effect of Reward and Punishment on The Students' Learning Achievement and Discipline", *Journal of Linguistic English Education and Art*, Vol. 4 No. 2 (2021)

that additional class gives positive impact for students because it does not explain materials based on the syllabus but based on the students' needs.⁵⁰ In order to enhance students' specific skills such as listening skill or speaking skill, additional class is needed.⁵¹

So as to be in line with the research conducted by Isidor, Percy, and James, results about coping strategies applied by English tutors in private supplementary English tutoring will be divided into similarities and differences as follows:

1. Similarities

First, conducting pre-test applied by participant 1 is connected with teamwork because while the students are doing a pre-test it can be in a focus group discussion form. Second, brainstorming and educational punishment which applied by participant 3 and participant 4 are in line with motivating the learners because by applying brainstorming and educational punishment, learners will have a refreshed mind that leads to increasing their focus. Third, applying creative teaching method and arranging suitable approaching method used by participant 2, participant 3, and participant 4 have the same interpretation with using different resources, finding the suitable teaching method and approaching method means the teachers use various resources to attract students' excitement in class. Fourth, reviewing students' question by participant 5 is applying learner-centered teaching.

2. Differences

There are two differences between research by Isidor, Percy, and James with the current research they are first, direct interaction applied by

⁵⁰ Maulida Rahma, Thesis: *"The Effect of English Extra Class in Teachers' and Students' View"* (Banda Aceh: UIN Ar-Raniry), p. 45.

⁵¹ Sisay Ayalew Tsegaw, "Impacts of Extra Class Activities on Students' Listening and Speaking Skills", *The International Journal of Humanities & Social Studies*, Vol. 5 No. 12 (2017)

participant 2 and second, additional class which used by participant 5.

The results of the current research regarding coping strategies applied by English tutors are acquired by the participants' stories, thus the different coping strategies which are not found by Isidor, Percy, and James are further coping strategies encountered by tutors.

c) The Most Effective Coping Strategies for Private Supplementary English Tutors in Short-term EFL Classes

To pull the thread between stories, the researcher continued to ask the participants about which coping strategies is the most effective to be applied in private supplementary English tutoring. Each participant shared their personal opinion based on their experiences as private supplementary English tutor. The most effective coping strategies based on participants' idea can be concluded as follows:

1) Cooperative Learning Method

Participant 1 and participant 5 agreed that the most effective way to cope with the challenges faced while tutoring English is to apply cooperative learning method. Participant 1 stated, "*...I try to find the best learning method for them which is cooperative learning method...*", then participant 5 shared, "*...the most effective way to solve problems is to teach using cooperative language learning...*"

Cooperative learning enabled the students to exchange ideas, evaluate other students' input, and become part of knowledge creation process. Thus, cooperative learning can be seen as an effective approach to create effective learning environment.⁵² A study by Ida Ayu found that cooperative learning method has several benefits namely increase self-esteem, improve students' attendance, reduced interpersonal conflict, deeper

⁵² Marelice Malan, "The Effectiveness of Cooperative Learning in an Online Learning Environment Through a Comparison of Group and Individual Marks", *The Electronic Journal of e-Learning*, Vol. 19 No. 6 (2021)

understanding, reduced apathy, and improve good characters such as sensitivity and tolerance.⁵³

2) Students-centered Learning

Students-centered learning is expected to develop higher order thinking skills such as creative thinking, critical thinking, and reflective thinking.⁵⁴ With students being the main focus in learning activities, it means they are trained to solve the problem they encountered while learning.⁵⁵

Participant 2 argued that the most effective strategy to cope with the challenges as private supplementary English tutor is students-centered learning, he said, “...*The most effective strategy is using students-centered learning while teaching English...*”

3) Well-prepared Tutors

Participant 3 is in line with participant 4, they stated that the most effective solution is to be a well-prepared tutor. Participant 3 said, “...*Tutors have to create lesson plan before they teach...*” then participant 4 agreed, “...*As a tutor, we have to prepare ourselves first before go to class...*” As stated in a study conducted by Raymond & Andrea, quality of the teacher is the most crucial factor in improving students’ performance.⁵⁶ In order to create a good result, we have to create a well-prepared planning first. Without preparation,

⁵³ Ida Ayu P. Inten Lestari, “Cooperative Learning Model in English Learning”, *International Linguistics and TESOL Journal*, Vol. 1 No. 1, (2022)

⁵⁴ Tufan Aytac & Sultan Selen Kula, “The Effect of Student-Centered Approaches on Students’ Creative Thinking Skills: A Meta-Analysis Study”, *International Journal of Contemporary Educational Research (IJCER)*, Vol. 7 No. 2 (2020)

⁵⁵ Bicer N., “The Influence of Students-centered Method in Turkish Language Instruction on Academic Success: A Meta Analysis Study”, *Universal Journal of Educational Research*, Vol. 5 No. 4 (2017)

⁵⁶ Raymond L. Pecheone & Andrea Whittaker, “Well-prepared Teachers Inspire Student Learning”, *SAGE Journals*, Vol. 97 Issue 7 (2016)

tutor will not able to teach coherently which leads into uncomprehend materials.⁵⁷

4) Randomizing Students' Seat

The last, participant 6 has his own idea on which strategy is the most effective to cope with challenges faced by private supplementary English tutor. Based on his opinion, randomizing students' seat is the most effective strategy to enhance students' understanding, he said, "...*But in my experience the most effective way of dealing with class problems is by randomizing students' seat...*"

Based on a study conducted by Ibiloye, managing students' seating will help students to be comfortable in class. Thus, it will create a classroom to be a place to discover, learn, grow, and enhance social skills.⁵⁸ Some specific students' seating arrangement forms such as Row and U-Shape have influence in increasing students' learning attention.⁵⁹

Research method used in this research is Narrative Inquiry which presents participants' stories narratively as they are without linked in one specific theory. Therefore, the results are varied depend on the situation discovered by each participant. Every story presented in current research is unique and authentic considering that all participants have taught in various short-term EFL classes throughout Indonesia which means they faced many students with various kind of personalities. Thus, the results may different from previous studies conducted by other researchers.

⁵⁷ Benner S. & Wishart, "Teacher Preparation Program Impact on Student Learning: Correlations between edTPA and VAM Levels of Effectiveness", *American Association of Colleges for Teacher Education*, (2015)

⁵⁸ Ibiloye Abiodun Christian, "Considering Students Seating and Three Effective Classroom Seats Arrangement", *ORCID*, (2021)

⁵⁹ Ahmad Syaifullah, et al., "An Analysis of Seating Arrangement on Students' Learning Attention", *Journal of Excellence in English Language Education*, Vol. 1 No. 1, (2022)

C. Limitation and Pedagogical Implication

a. Limitation

This research explores the experiences of private supplementary English tutors in various short-term EFL classes particularly in challenges and coping strategies while conducting teaching-learning activities using Narrative Inquiry as the method. This research only explains the aforementioned information and did not examine more detailed data regarding the experiences of private supplementary English tutors.

b. Pedagogical Implication

This research presents the challenges faced by private supplementary English tutors and the coping strategies used by them. Obstacles always show up in teaching and learning activities, English tutors also faced some challenges during teaching English to their students. Thus, it is important to find coping strategies in order to solve the problems.

The findings of this research can be used as a benchmark for English tutors and teachers to be applied in their EFL class so that their teaching strategies will be better in the future. By exploring various experiences regarding challenges and coping strategies in EFL class, English tutors and teachers will be able to arrange effective teaching preparations.

Realizing the facts above, English tutors and teachers should be aware how to resolve the challenges that emerging during their class. By preparing the preventive action against the challenges, it will help tutors and teachers to create conducive environment.

D. Future Recommendation

There are some recommendations which can be considered by the future researcher who is interested in the similar topic. First, while conducting a narrative inquiry research, it will be better to decide the research objective clearly and find the most suitable participants. Second, in-depth interview is very helpful to get detailed information from the participants. Future research might present more detailed information by performing in-depth interview. The

last, researches about private supplementary English tutors in short-term EFL classes are still limited, future research might explore more about it using various methods.

