



**STUDENTS' PERCEPTION TOWARD ENGLISH ONE FOR TWENTY PROGRAM  
(EOT) IN UNIVERSITAS ISLAM MALANG**

*SKRIPSI*

**BY**

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## ABSTRACT

**Prayoga, Raka Wahyu.** 2020. *STUDENTS' PERCEPTION TOWARD ENGLISH ONE FOR TWENTY PROGRAM (EOT) IN UNIVERSITAS ISLAM MALANG*. Skripsi, English Education Department Faculty of Teacher Training of Education University of Islam Malang. Advisor 1: Kurniasih, S. Pd., M.A. Advisor II: Dr. Dzul Fikri, S,S., M.Pd.

**Key words:** EOT program, peer tutoring, learning English.

Exploring factors that cause students to have low English proficiency in the university level places English as a compulsory subject to learn. Peer tutoring is a learning strategy that involves students interact each other to promote learning activities. EOT program enables students who are less skilled in English being taught by a student who is assumed as a tutor in various ways. Futhermore, peer tutoring method provides advantages for students to share their knowledge in a social experience by a meaningful cooperation.

This paper presented an attempt to describe tutor and tutee's perception on EOT program, to look tutees' opinion being taught by tutor and to know tutor teaching's strategy on learning. Meanwhile, this study applied descriptive qualitative approach which used semi-structured interview. Five tutors and five tutees in different peer tutoring group were involved. The data were analyzed into five steps, organizing the data, finding ideas and concept, building themes, triangulation and summarizing the implications.

The finding of this study indicated that tutees percieved that peer tutoring provides comfortable learning environment because peer tutor and tutee are at similar level. Tutees are benefited to have useful materials provided by tutor. They are happy to study English with tutor and new friends in a group of peer tutoring. Tutees percieved a good tutor is someone who has a good personality traits, close to his tutees, care and encourage them during learning. Tutors outlined that there are three strategies to help tutees improve English skill. Those are mentioned that searching for resources and prepare the materials before teaching, using games as a learning tool, giving different approach. Furthermore, it provides to have a teaching experience for tutor and to improve English skill for tutees. On the other hand, both tutor and tutee complained to have no class for learning activity. They also encountered difficult to find a suitable time as they have different schedule.

This study can be resumed from students' perception on EOT program. As far as peer tutoring is concerned, it tends to provide open ideas exchange and comfortable environment. Tutor teaching's strategies could be the methods of



instruction being applied by tutor to assist tutees and to transform knowledge to achieve academic goals effectively. This study also highlighted benefits and barriers for tutor and tutee. It is valuable experience associated with teaching's skill practice during tutoring session and EOT program provides effective program to improve English skill for students. Time management and incomplete facility are the barriers that need to be accomplished.



## ABSTRAK

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**Kata Kunci:** Metode tutor sebaya, program EOT, Belajar bahasa Inggris.

Menyelidiki faktor-faktor yang mempengaruhi siswa dengan kompetensi bahasa inggris yang rendah pada tingkat universitas menjadikan bahasa inggris sebagai mata pelajaran wajib yang harus dipelajari. Metode teman sebaya adalah strategi belajar yang melibatkan para siswa saling berinteraksi untuk meningkatkan kegiatan pembelajaran. Program EOT memungkinkan mahasiswa yang mempunyai tingkat bahasa inggris yang rendah diajar oleh teman sebaya yang berperan sebagai tutor dalam cara yang berbeda. Dengan itu, metode teman sebaya memberi manfaat kepada mahasiswa untuk berbagi ilmu dalam sebuah lingkungan sosial yang didukung oleh kerjasama yang bermanfaat.

Skripsi ini menguji percobaan untuk mendiskripsikan persepsi tutor dan siswa pada program EOT, untuk mengetahui opini siswa diajar oleh teman sebaya dan untuk mengetahui stategi mengajar para tutor dalam pengajaran. Metode dalam skripsi ini menerapkan diskriptif kualitatif dengan wawancara semi struktur. Melibatkan lima tutor dan lima siswa dalam kelompok belajar yang berbeda. Data dianalisis dalam lima langkah yaitu; mengorganisasikan data, menemukan ide dan konsep, membentuk tema, triangulasi dan menyimpulkan temuan.

Penemuan dalam penelitian ini mengindikasikan bahwa siswa merasa metode teman sebaya memberikan lingkungan belajar yang nyaman karena tutor dan siswa berada pada level yang sama. Siswa mendapat keuntungan dari segi materi yang bermanfaat yang diperoleh dari tutor. Mereka senang belajar dengan metode teman sebaya karena dapat saling mengenal dengan teman-teman baru. Asumsi tutor yang baik menurut siswa adalah tutor yang mempunyai kepribadian yang baik, dekat dengan para siswa, peduli dan memberi semangat belajar. Ada tiga strategi mengajar tutor yaitu; mencari sumber belajara dan meniaapkannya sebelum mengajar, menggunakan permainan sebagai alat pendukung pengajaran dan memberi pendekatan yang berbeda kepada para siswa. Selain itu metode teman sebaya bermanfaat kepada para tutor untuk mempunyai pengalaman mengajar dan bermanfaat kepada siswa untuk meningkatkan skill bahasa inggris. Sebaliknya, tutor dan siswa menghadapi kesulitan tidak adanya fasilitas kelas untuk belajar. Mereka juga kesulitan dalam mengatur jadwal untuk belajar karean mereka mempunyai jadwal yang berbeda.

Penelitian ini dapat disimpulkan dari persepsi siswa program EOT yaitu metode tutor sebaya memfasilitasi mereka untuk saling bertukar ide secara terbuka dan memberikan lingkungan belajar yang nyaman. Strategi mengajar tutor metode pengajaran yang diterapkan untuk membantu siswa dan memberi ilmu untuk menggapai tujuan belajar dengan efektif. Penelitian ini juga menyoroti keuntungan dan hambatan bagi tutor dan siswa. Metode teman sebaya sangat bermanfaat dalam penerapan kemampuan mengajar para tutor dan sangata efektif dalam meningkatkan kemampuan bahasa inggris bagi para siswa. Manajemen waktu dan fasilitas yang tidak lengkap adalah hambatan yang harus dimaksimalkan.





## CHAPTER 1

### INTRODUCTION

This chapter elaborates background of study, research question, objective of the study, scope and limitation, the significance of the study and definition of key terms.

#### 1.1 Background of The Research

Many people are trying to master English skill both orally and written since English becomes the most broadly spoken language in the world than any other language. English dominates language universally in globalized world and has played an important role in many sectors such as economy, engineering, education, etc. The expansion of English has quickly increased because it is much needed for more studies in higher education. The term English for Special or Specific Purposes has been applied to situations where students have some specific reason for wanting to learn the language (Ahmed, 2015, p. 6). Especially in education section, English is dominant language in science such as article, essay, journal, report and its role in a seminar. There are many books and sources wrote in English. Most research and scientific studies in any given materials documented in English.

English language becomes a primary foreign language to learn. It has been mandatory subject taught since elementary school. Listening, speaking, reading and



writing are the four language skills which learners need to develop in learning a language. Teaching learning English in a multilingual country is a big challenge. Since the foreign language is learned by students after getting their local and national language (Noprival, 2016, p. 77). English as a foreign language in Indonesia has influenced students to learn it. It is stated by Mohammed (2018) that learners start to learn English and they are simultaneously challenged by linguistic, accent and cultural difficulties. All types of cultural difficulties lead to language learning to become complicated for beginners because sometimes they know everything about the vocabulary and many aspects of English language, but they cannot properly understand what sentence or expression means. While it relates to custom and cultural understanding.

Mirhadizadeh (2016, p. 188) observed that :

Some learners learn a new language more quickly than others, because they are successful by their virtue of strong determination, hard work and persistence. Yet, some other learners are not very successful in acquiring a new language, and it is quite obvious that there exist some crucial factors affecting their success which are mostly beyond the learner's control.

It means that to determine English learning objectives whether it is successful or not is influenced by emotional factors of learner. Students should be encouraged to learn English with a positive atmosphere against failure. The role of educator also helps students from the system and its role of teaching and learning process to enable them gain it effectively. Additionally, there are many factors to describe related to English language learning which is classified into two parts are external factors and

internal factors. Internal and external reason deal with all element that appear from inside or outside each learner. Mahmoudi & Mahmoudi (2015) discussed internal and external factors affect learning English as a foreign language, internal variables mean cognitive and affective factors such as motivation, intelligence, anxiety, risk-taking ability, etc. On the other hand, external variables are social class, first language, teachers, early start, L2 curriculum, etc. Those bring for every individual learner to the learning contexts and to gain learning goal successfully.

Exploring factors that cause students to have low English proficiency in the university level places English as a compulsory subject to learn. In education world, some studies explored cause that inhibit students learning English as a foreign language is student's self-motivation. Motivation is regarded as one of the most significant factors influencing student's performance during learning. Students who have lack of motivation because of social-background, low-background of knowledge, feeling shy, first language, etc enable them not perform well during learning. Students who are highly motivated will tend to have high personal responsibility, willing to take risks, have a plan of study, to be serious, diligent, active in learning, do not feel complacent, always trying to learn the best results (Bakar, 2014, p. 723). It means that a motivation relates students to their learning strategies how they face the problem from internal or external factors.

A student may attend in class with a different degree of motivation, a motivation comes from intrinsically or it is affected by external impulse in the case of



learner's behavior. According to Mirhadizadeh (2016), one of motivation sources to learn English is affected by people around him such as their peers, siblings and parents. If they associate some subjects or activities related to English, they influence motivation to learn it significantly. So that, learning motivation does not occur totally from internal stimuli of each individual learner, but external behavior encourage them as a development process of student's motivation. Social and surrounding aspects among student influence high degree of motivation. Therefore, educators design strategies need-based learning activities such as group work, discussion, study club, and peer tutoring. These activities are frequently used to enhance students' learning. Ullah, Tabassum & Kaleem (2018) mentioned that peer tutoring is a organized way of learning activity which involves professional and skilled students assist and guide other students who are lower level of knowledge to gain learning goals optimally.

Marieswari & Prema (2016) also defined that peer tutoring is a benefit recipocal environment that involves students who are at the same level helps and supports each other. It is organized in systematic role in which one student serves as a peer tutor, and the other is as a peer tutee. Its interaction provides advantages for students to share their knowledge in a social experience by a meaningful cooperation. Ali, Anwer & Abbas (2015) mentioned that peer tutoring allows both peer tutor and tutee to develop self-confidence during tutoring session. Tutor is responsible for his competence, knowledge and ability to help the tutee. While, tutee obtains a positive reinforcement among the peers to study together. Therefore, peer tutoring helps

students who have less-skilled is assisted by a higher academic student during learning process in a meaningful way.

Universities and colleges have already set to prepare better graduate students by designing alternative program to enhance English skill among students. The learning outcomes create opportunities for professional and more proficient to face global world. University of Islam Malang has launched a program as an aid to facilitate learning English difficulties for students. The program is English One for Twenty (EOT), which uses peer tutoring method. English One for Twenty means one student as a tutor and twenty students as a tutee, student who is enrolled as a tutor exchange his English knowledge for twenty students of tutees. The implementation of EOT program contributes the expansion of English for all students in University of Islam Malang

The use of peer tutoring within EOT program would appear to have the scope to enhance learning English and student experiences in University of Islam Malang. Earlier studies have addressed the problems faced peer tutoring activity as an evaluation program. This paper present an attempt to describe perception on EOT program among students generally, as a tutor and a tutee, to look tutees' satisfaction and to know tutor teaching's strategy on learning.

## 1.2 Research Problem

Taking into consideration the above discussion about the usefulness of English One for Twenty program in learning English among in University of Islam Malang, this research is to set out the following problems :

1. How do tutees perceive being taught by peer tutor during learning process?
2. How do tutors help tutees learn English ?
3. What are the benefits and barriers of English One for Twenty program from both tutor and tutee?

## 1.3 Objective of The Study

The objectives of this research are :

1. To look at tutees' opinion when they are being taught by peer tutor during learning process. ★★★★★★
2. To find out teaching's strategies how tutor helps the tutees learn English.
3. To describe benefits and barriers of English One for Twenty program from both tutor and tutee's point of view.

## 1.4 Scope and Limitation of The Study

The researcher investigates on students who are enrolled English One for Twenty program in University of Islam Malang as an aid program to promote English

skill among students. They are divided as a peer tutor and as peer tutees. The researcher focuses on investigating how tutor and tutee perceived while attending the program.

### 1.5 The Significance of The study

The result of this research is expected to have benefit for both following theoretical and practical :

#### 1. Theoretically

It is expected that the finding of this research can support and complete the previous theories related to students' perception on English program.

#### 2. Practically

The research expects that the finding of the research can be practically useful for:

##### a. For the researcher

The researcher is able to gain knowledge and understanding of students' perception on English One for Twenty program and the implementation during learning process in improving English skill among students in the University of Islam Malang.

b. For EOT program's stakeholders

From students' perception, the barriers possibly give an evaluation for its program in the next period, so that it gives a satisfaction maximally for the members. It is also hoped those students who are as peer tutors get many experiences and knowledge when they are tutoring their friends.

## 1.6 Definition of Key Terms

To make this study understandable for readers, the researcher provides a brief description of key terms to define :

1. Student's perception.

Student' perception is psychological process of student in perceiving on EOT program. The influences of student' learning environment interpret student's thought and opinion.

2. English One for Twenty program.

A program which provides for all students in University of Islam Malang in learning English by using peer tutoring method. English One for Twenty program requires one student who has English competence share the knowledge for twenty students, they are non-English department from nine faculties in University of Islam Malang who are not capable in



English skill. By providing this program, the expansion of English in University of Islam Malang will broaden quickly.





## CHAPTER V

### CONCLUSION AND SUGGESTION

To expand the previous concept, this chapter elucidates conclusion and suggestion. Those are designed to outline finding based on previous research, then the suggestion to explore substantial things that need to concern to face current development.

#### 5.1 Conclusion

Based on research finding discussing tutees' perception being taught by tutor, tutees perceived that they feel helpful and comfortable to learn with their tutor. Tutees consider tutor as a friend who help him learn English, they feel free to study together with their tutor without any space. Tutees enjoy learning English with their tutor because tutor did things as a helpful when assisting them well such as provides useful materials, being care their comprehension on the lesson and gives feedback. An ideal tutor is also illustrated by tutees, a tutor who is confidence, assertive, caring and knows each tutee's characteristics.

Furthermore, tutors outlined that there are three strategies to help tutees improve English skill. Those are mentioned that searching for resources and prepare the materials before teaching, using games as a learning tool, giving different approach. A successful learning outcome involves tutor to search additional teaching

materials and resources. Tutor needs to prepare in term of mental aspects to deal with peer tutees. Teaching method to differentiate learning approach help tutor presents the materials in various ways that will engage students on different levels at the same time. Responsibility is a personal type of being care about learning progression of each tutee by providing source of knowledge to help them. Teaching strategies could be the methods of instruction being applied by tutor to assist tutees and to transform knowledge to achieve academic goals effectively.

In addition, there are some benefits and barriers of English One for Twenty program from both tutor and tutee. Tutors are benefited to have a teaching experience, it is valuable experience associated with teaching's skill practice during tutoring session. While, tutees are benefited to improve English skill, they learn a lot of new things related to English skills. EOT program provides an effective program to improve English skill for tutees. On the other hand, both of them faced time management and facility support in EOT program. They complained difficult to find a suitable time as they have different schedule to spare free time in EOT program. It resulted inconsistent tutoring schedule. They faced to have no class to conduct teaching and learning process. Incomplete facility makes tutor not perform maximally and tutee becomes less active participant to attend at program.

## 5.2 Suggestion

Based on research finding discover tutor and tutee perception on English One for Twenty program, the following suggestion addressed to teacher, EOT program stakeholder and further researchers are presented as follows:

For teacher, peer tutoring method can be considered as a variety of teaching method. This method is effective in teaching English skills for students. The researcher also believes that peer tutoring also effective teaching method for other lessons.

For EOT program stakeholder, EOT program need to provide appropriate facilities to conduct tutoring session.

For further researchers, the researcher also provides the result of the research can be used as a reference for those who want to do research in English teaching and provide example of possible topics that can be studied.



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