

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

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Abstract: This article gives an overview of a piece of qualitative research conducted at University of Islam Malang. This paper present an attempt to describe students' perception on EOT program, to look tutees' perception being taught by peer tutor and to know tutor teaching's strategy on learning. Five tutors and five tutees in different peer tutoring group were involved. The findings revealed that tutees are comfortable and happy being taught by tutor. Tutors outlined that searching for resources and preparing the materials before teaching, using games as a learning tool, giving different approach are the strategies to help tutees on learning. EOT program provides an effective program to improve English skill and it is valuable to develop teaching skill for tutor. However, time management and incomplete facility are the barriers for tutor and tutee during learning process.

Key words: EOT program, peer tutoring, learning English

INTRODUCTION

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. The expansion of English has quickly increased because it is much needed for more studies in higher education. Especially in education section, English is dominant language in science such as article, essay, journal, report and its role in a seminar. English language becomes a primary foreign language to learn. Since the foreign language is learned by students after getting their local and national language (Noprival, 2016). 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.

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. 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).

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.

Peer tutoring is defined as a learning activity in a group work in which a higher academic competence student who is assumed as a tutor helps students as a tutee who are less skilled to increase a particular subject. Mirhadizadeh (2016) observed in the learning process that each student responses different instruction from their teacher based on their own apprehension ability. Although different students have different perception, it is influenced by their experience. The experience among students are different, so that the result of perception may be different. Perception in this study is a benchmark for students who take part in English One for Twenty program. Perception of students will influence their learning

process and output. From the data obtained will be known an assessment and level of student's satisfaction based on student's perception.

Ningrum (2018) discovered the perception of peer tutees and peer tutor to find the role of peer tutor during peer tutoring session by using Peer-assisted learning (PAL) is an educational strategy. The finding showed that peer tutees are comfortable to learn with tutor because they prefer peer tutor's role as a facilitator and assessor to handle discussion in a group of peer tutoring. Ali *et al.* (2015) examined the concept of peer tutoring and its impact on students' learning. Peer tutoring strategy offers positive impact on students' learning. It is effective for students to interact each other, share the knowledge between tutor and tutee which is helpful to promote active learning among students. Peer tutees feel that they are on same level student, so they are less hesitant more open and comfortable with their tutor to ask. Kahu & Picton (2019) analyzed tutor-student relationship influence the students' engagement on learning. Those highlights about academic and characteristics of tutor. Tutor's characteristics and benefits of having good tutor, the characteristics of a good tutor are analyzed helpfulness on providing materials, hands-on related to teaching style, being caring on understanding and approachable related to enthusiasm for course and teaching. Students perceive that good tutor is beneficial on their engagement and learning motivation. Students put more time and willingness to study more.

Mynard & Almarzouqi (2006) discovered benefits and barriers English language peer tutoring program at a women's university. Tutors are benefited by improving English skill, a confidence, a group work experience and developing a relationship through learning process. While, tutors faced tutees' lack of interest during peer tutoring session and tutees' different background of English. On the other hand, all tutees felt that the program is very beneficial to improve English skill, eight of them showed with a higher score of their exam, but two tutees said that their tutors do not always provide an appropriate help. Similarly, Chai & Lin (2013) analyzed tutor's perception of barriers faced during peer tutoring activity. Tutees cannot catch the tutor's explanation because of tutee's poor command in English. Tutors are not able to manage time efficiently for each tutee because of too many tutees in a group of peer tutoring. Tutors faced difficulties to manage their tutees, they are disrespectful and undisciplined. Tutor cannot hold tutees' lack of an interest by not actively involved discussion during learning, they are frequently absent and uninterested to attend at program.

Tutees are not satisfied with tutors' performance in delivering materials, tutors admit that they do not master the materials thoroughly.

Srivastava & Rashid (2018) discussed learning environment, student's academic and emotional advantages through peer tutoring for both the tutors and the tutees. It showed that peer tutoring is beneficial strategy for all student levels, they support each other in their group whether they have similar or different academic achievement. It provides an opportunity to build their weaknesses. For the tutors, peer tutoring builds teaching experience by sharing knowledge and skills in a particular subject, they are responsible to help tutees understand the materials. While, tutees have a better understanding of the subject, improved cooperation and communication skill among peers, a greater motivation to study the subject, a proper stress management and self-confidence.

English One for Twenty program has been designed well by using peer tutoring method to assist the expansion of English skill among students in UNISMA. It relates with the research of Mynard & Almarzouqi (2006) that conducted the English language peer tutoring programme at a women's university. The research identified that the program is effectively to improve English language aptitude for students by practicing it with peer tutor. Furthermore, Srivastava & Rashid (2018) explored the positive impacts of peer tutoring program on General Foundation and Undergraduate program at Middle East College to enhance academic achievement, social and emotional skill. It is benefit for tutor to increase self-confidence and a sense of responsibility. On the other hand, tutees develop a better cooperation skills with peers and an increased motivation to engage in writing and oral reading. Similarly, based on research of Alrajhi & Aldhafri (2015) that discovered a positive effect of peer tutoring in higher education level to enhance students' English self-concept. Peer tutoring can be viewed as an effective way for students enrolled in the foundation course at SQU program. Students are more motivated to attempt different tasks, despite their mistakes, when they are encouraged by the peer tutors, since they feel that their tutors are students as well and that they make mistakes just as they do.

English One for Twenty means an English student requires helping another twenty students in learning English, a student assumed as a tutor in which higher competence helps twenty students who are lower level knowledge of English. Students who are enrolled this program break into groups, each group consist of twenty students as a tutee and one student

as a tutor. Therefore, the degree of English is frequently practice and it fosters the expansion of English among students. It is interesting to analyze that the use of peer tutoring program on English One for Twenty (EOT) program 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' perception being taught by peer tutor and to know tutor teaching's strategy on learning.

METHOD

This study uses descriptive study by using qualitative approach to describe the phenomena of learning activities on EOT program. Qualitative research is an interpretative approach which attempts to gain insight into the specific meanings and behaviors experienced in a certain social phenomenon through the subjective experiences of the participants (Palmer & Bolderston, 2006). To discover evidence of qualitative research, it does not only look at how learning process works and what factors influence it, but also it needs deeper examination of understanding's individual learner and how they interpret their experiences. This research conducted in descriptive study by using qualitative approach. Nassaji (2015) stated that the goal of descriptive study is to describe a phenomenon and its characteristics. Meanwhile, this study applied descriptive qualitative approach which used semi-structured interview.

Semi-structured interviews are superbly suited for a number of valuable tasks, particularly when more than a few of the open-ended questions require follow-up queries (Adams, 2015). Although semi-structured sometimes takes many hours of transcript, it provides to gain a depth understanding from each interviewee. The interview session may use both Bahasa Indonesia and English based on interviewee's will. There are ten interviewees, they are divided into five tutors and five tutees who involve in this research voluntarily. The data which is obtained from students' responses of interview session are in the form of interview transcript. The data are analyzed by qualitative data analysis which organizes into meaningful whole. According to O'Connor & Gibson (2003), there are five steps to help the

researcher analyze at the meaning of data more easily, those are : organizing the data, finding ideas and concept, building themes, triangulation and summarizing the implications. The implications of finding becomes a crucial part to compose a final report.

FINDINGS AND DISCUSSION

Results are constructed from the data collection and analysis, the aim for answering the reserach questions based on students' point of view. Three tutees perceived that they are less hesitant being taught by peer tutor, they feel free to ask question to their tutor. Other two tutees respects tutor as a teacher although they are at similar level. Tutees feel comfortable in this type of peer tutoring because peer tutor and tutee are at similar level. Tutee is less hesitant to ask question and he respects tutor as a teacher who helps him improve English skill. It is supported by Khalid *et al.* (2018) that peer tutees feel comfortable learning with their tutors because peer tutors give a more personalized teaching approach. Ali *et al.* (2015) mentioned that tutor and tutee are more open and without any hesitation, it provides comfortable learning environment to learn English. Two tutees percieved that they are benefited from learning materials provided by their tutors, tutors help them improve their English skill by giving useful materials such as vocabulary, speaking practice, receiving guests and CCU. Tutors also care about tutee's comprehension and always give feedback. It is benefit to join EOT program to improve English skill through peer tutoring method. Three tutees are happy to join EOT program related to develop relationship to know new friends and they enjoy to study together with tutor. An ideal tutor is a person who has a good personality traits, close to his tutees, care and encourage tutees. Those are consistent with the finding of Kahu & Picton (2018) who found benefits of good tutor-relationship on students' learning experience, a tutor who is helpful, caring, approachable, and hands-on impacts on students learning. They feel happy, more interested in learning. Those improve tutees' engagement to attend at program. Tutees percieved being taught by peer tutor is comfortable, fun, and useful in terms of materials provided. A good tutor based on tutees' opinion is someone who a good personality traits, close to his tutees, care and encourage tutees who are less skill of English.

Since being tutor is not easy, tutor has responsibility to teach, explain, manage and encourage tutees during tutoring session. Four tutors need to search for resources, prepare

materials a teaching method to be apply for tutoring session. Ali & Zahidi (2014) revealed that preparation for teaching resources and materials are factors to gain effective teaching, it is significantly important to implement before teaching process. The other tutor need to set before tutoring session is having positive emotion to face all tutees. In term of tutor's mental aspect, it is supported by Ali *et al.* (2015) who stated that interpersonal and communication skill in peer tutoring provides positive impact for tutor, it improves tutor's confidence to face peer tutees. Two tutors use game as a support tool on learning process, games allow a tutor to explain the materials easily in a fun way, it enables them playing while learning. Zirawaga, Olusanya & Maduku (2017) stated that games is useful to help students who have attention disorder learn in fun way. Two tutors give different approach focusing on beginner learners. Three tutors apply different teaching style such as grouping, drilling and re-explain. O'Hare (2011) stated that tutors must have different approaches to be applied, it is a strategy to gain an effective learning development. However, if tutor could not answer tutees' question, they promise to answer it. Ali *et al.* (2015) stated that peer tutoring builds personal characteristics of responsibility, dedication, commitment and pride as a peer tutor because he can help his tutees. Well-prepared before tutoring session, using games as a learning media and giving different approach are tutors' teaching strategies in helping tutees learn English.

As far as peer tutoring is concerned, this program also highlighted some benefits and barriers for tutor and tutee during tutoring session. All tutors are benefited to have teaching experience from EOT program, they like to share their knowledge to their tutees. Tutor learned how to teach from tutoring session. This is consistent with the findings of Khalid *et al.* (2018) who found that peer tutor is the most effective method to improve a teaching skill and it has a great positive impact tutors' learning and development as a teacher. Students who are enrolled as a tutor in EOT program gain potential benefits to develop teaching skill from tutoring session. Its benefits might prepare teaching in the future. Furthermore, tutees are benefited to improve English skill in EOT program, they learn new things related to English, know a lot of English vocabulary and enhance speaking skill. Arta (2012) said that contribution peer tutoring to communicative language teaching achieves some aspects of learning. One of those is cognitive side, it develops students to engage in communicative learning activity. Peer tutoring provides effective teaching method to increase communicative competence by cognitive aspect. On the other hand, both tutor and tutee faced schedule to have equal time to attend in EOT program, it is difficult to find a consistent schedule as they

are from different faculty to spare free time in EOT program. Ling (2019) revealed that it is challenging for both tutor and tutee faced with inconsistent discussion schedule because they are difficult to find a suitable time. Tutors and tutees faced to have no appropriate facility during tutoring session, the most complained facility is to have no class to conduct teaching and learning process. Tutor cannot perform maximally to teach students with no class. While, tutee prefer learning in class that outdoor. Mynard and Almarzouqi (2006) noticed that peer tutoring need supporting facility for classroom learning and facilitate students' need for tutoring. Those are main factors caused they do not have sense of effort for teaching and learning activity.

CONCLUSION AND SUGGESTION

Based on research finding discussing tutees' perception being taught by tutor, tutees perceived that they feel helpful and comfortable to learn with their tutor. 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. A good tutor based on tutees' opinion 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 searching for resources, preparing the materials and mental aspects before teaching, using games as a learning tool, giving different approach. 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, 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.

Based on the conclusion above, the researcher proposes some suggestions based on tutor and tutee perception on English One for Twenty program. It needs to provide tutors and tutees with the development of facility support and time necessary to give the level of care those students. Peer tutoring method can be considered as a variety of teaching method to be implemented for other lesson. In addition, peer tutoring should be used as an effective

method in developing the teaching skills of the students studying in the faculty of education. 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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