AN INVESTIGATION OF STUDENT'S EXPERIENCE JOINING ENGLISH TUTORIAL PROGRAM (ETP) AT UNIVERSITAS MUHAMMADIYAH SURAKARTA

Submitted as a Partial Fulfillment of the Requirements

for Getting the Bachelor Degree of Education

at Department of English Education

by :

PEBRI JATI SUTAMI

A320130181

DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
UNIVERSITAS MUHAMMADIYAH SURAKARTA
2017

APPROVAL

AN INVESTIGATION OF STUDENT EXPERIENCE JOINING ENGLISH TUTORIAL PROGRAM (ETP) AT UNIVERSITAS MUHAMMADIYAH SURAKARTA

PUBLICATION ARTICLE

Filled by:

PEBRI JATI SUTAMI

A320130181

Approved to be examined

By the Consultant:

Consultant

Fitri Kurniawan, M. Res, Ed

NIK. 1202

ACCEPTANCE

AN INVESTIGATION OF STUDENT'S EXPERIENCE JOINING ENGLISH TUTORIAL PROGRAM (ETP) AT UNIVERSITAS MUHAMMADIYAH SURAKARTA

PUBLICATION ARTICLE

By:

PEBRI JATI SUTAMI

A320130181

Accepted and Approved by the Broad of Examiners

School of Teaching Training and Education

Universitas Muhammadiyah Surakarta

on April 17th , 2017

Team of Examiner

1. **Fitri Kurniawan, M. Res, Ed**   (   )

(Chair Person)

2. **Siti Fatimah, M. Hum**   (   )

(Member I)

3. **Susiati, M. Ed**   (   )

(Member II)

Dean,

Prof. Dr. Harun Joko Prayitno, M. Hum.

NIP. 196504281993031001

ii

TESTIMONY

Herewith, I testify that in this article publication, there is no plagiarism of the previous literary work which has been raised to obtain bachelor degree on an university, not there are opinions or masterpieces which have been written or published, except those in which the writing are referred in the manuscript and mentioned in the literary review and bibliography.

Hence, if only there will be any incorrectness proved in the future in my statement above, I will be fully responsible.

Surakarta, April 17th 2017

The Researcher,

Pebri Jati Sutami

A320130181

AN INVESTIGATION OF STUDENT'S EXPERIENCE JOINING ENGLISH TUTORIAL PROGRAM (ETP) AT UNIVERSITAS MUHAMMADIYAH SURAKARTA

ABSTRAK

Penelitian ini bertujuan untuk meneliti pengalaman mahasiswa yang mengikuti English Tutorial Program (ETP) di Universitas Muhammadiyah Surakarta. Dalam mencapai tujuannya, peneliti menggunakan penelitian fenomenologi hermeneutik sebagai pendekatan untuk mengumpulkan dan menganalisa data. Peneliti memilih mahasiswa pendidikan Akuntansi yang mengikuti English Tutorial Program (ETP) di Universitas Muhammadiyah Surakarta sebagai objek dalam penelitian. Teknik semi struktur pada wawancara yang mendalam digunakan sebagai teknik pengumpulan data. Hasil dari analisa menunjukan bahwa peneliti mendapatkan 4 temuan dalam pengalaman mahasiswa mengikuti ETP;1)Mahasiswa menganggap bahwa ETP dapat meningkatkan kemampuan berbahasa Inggris, 2)Tutor ETP menggunakan pengajaran yang menarik,3)Tempat yang digunakan untuk ETP bermasalah, 4)Kualitas program seharusnya ditingkatkan.

Kata kunci : fenomenologi hermeneutik, pengalaman mahasiswa, English Tutorial Program, Universitas Muhammadiyah Surakarta.

ABSTRACT

This study is aimed to investigate the student's experience joining English Tutorial Program (ETP) at Universitas Muhammadiyah Surakarta. In achieving the objectives, the researcher used hermeneutic phenomenological study as an approach to collect and analyze the data. The researcher recruited a female first semester accounting education student who joining English Tutorial Program (ETP) at Universitas Muhammadiyah Surakarta to participant in the research. The technique for collecting data is repeated semi-structured in depth-interview as data collection. The result of the analysis shows that the researcher found 4 findings in the student's experience joining ETP;1)The student assumes that ETP can improve English skills, 2)The ETP tutors employ interesting teaching methods, 3)The place used for ETP is problematic, 4)The quality of the program should be improved.

Keywords: hermeneutic phenomenology, student's experience, English Tutorial Program (ETP), Universitas Muhammadiyah Surakarta.

1. INTRODUCTION

In Universitas Muhammadiyah Surakarta, English is an essential requirement as English standardized test is one of the requirements to graduate. There are several program held at Universitas Muhammadiyah

Surakarta (UMS) to develop English skills such as Muhammadiyah University English Course (MUEC), Saturday English Gathering (SEGA), and English Tutorial Program (ETP). MUEC is a unit of student activity engaged in English Language Course for students of UMS. SEGA which stands for Saturday English Gathering, is an English program to new English students to sharpen students English skill. They will be trained by SEGA trainers who are selected from the senior students of English education. ETP is a relatively new program that is used to improve English skills especially for new students of non-English Education Department at Universitas Muhammadiyah Surakarta. ETP started in 2015, then UMS open jobs for senior students to join become an ETP tutor. As a new program at UMS, ETP still needs improvement. It is important to get better learning of English for UMS students. The process of teaching and learning in the ETP is continuously improved. As well as new programs, many different things compared to old programs that exist in Universitas Muhammadiyah Surakarta. In addition, the program is only for students of non-English Education Department which can also make a different experience. Therefore, understanding the perspective of student who follow this program will be well worth of research.

In the current study, the writer wants to investigate how experience of ETP students when they are joining ETP (English Tutorial Program) at Universitas Muhammadiyah Surakarta. Therefore, the writer wants to analyze and investigate when they are studying in ETP based on their experience at Universitas Muhammadiyah Surakarta.

2. **RESEARCH METHOD**

The type of this study is qualitative method using phenomenology study. The research is concerned on providing descriptions of phenomena that occur without doing an experiment or other artificially contrived treatment. According to Creswell (1998), phenomenology study is describing the meaning for several individuals of their lived experiences of a concept or a phenomenon. The data sources of this research are event and informant. They

are the events that happen in teaching learning activities during English Tutorial Program (ETP). Then, the informant in this study is a female first semester of accounting education. The writer chooses an accounting education student because the writer interested in student experience. In accounting education, there is no ever investigated about English Tutorial Program. There is constraint in observing accounting education therefore that needs to be evaluated. The technique for collecting data is repeated semi-structured in depth-interview, as also used for data collection. For the techniques for analyzing the data the writer reduces the data, displays the data, and draws conclusion.

The audio taped files of the individual interviews were transcribed and entered into a Word document. Transcripts were reviewed for accuracy repeatedly. It was done by simultaneously reading all the transcripts while listening to the audio files. Having done the data reduction, then the writer immersed in the data to start early interpretation and to locate themes to the key experiences and meaning related to the research focus: student experience English Tutorial Program (ETP) at Universitas Muhammadiyah Surakarta. After being familiar with the whole texts of both participants' stories, the writer starts isolating the natural meaning units (NMUs). The transcripts were in the word documents form and the data are separated by listing it in numbering. The number is used to cross reference each theme. The links between emerged themes then identified and later this links are clustered as a group of themes. The researcher then read the emerged themes repeatedly. After this process the key interpretive themes was then produced. Having obtained the tentative themes, the writer conducted member checking by returning to the participants to discuss about the tentative themes emerged to check the participants' perspective or even alternatives themes. At this stage, the writer then, opened up the interpretation to other researchers to see and discuss about alternative interpretations. This process was done repeatedly before the explicative themes were finally concluded.

3. FINDINGS AND DISCUSSION

The data set is expanded from the initial coding and thematizing exercise of the interview data collected from the research participants. The interview data focus on the student's experience joining English Tutorial Program (ETP) at Universitas Muhammadiyah Surakarta. The emerging data set are controlled under five explicative themes that were created using the methods and approaches. The emerging data set are organized under five explicative themes that were generated using the methods and approach which have been explained in the previous chapter. The explicative themes were elicited through the researcher's initial interpretation of the data and by returning to the participants to check if these explicative themes resulted in their understanding of their lived experience or if alternative interpretations were necessary (Van Manen, 1990).

3.1 Findings

The participant confirmed that the proposed explicative themes resulted in their experiences. The explicative themes: *the student assumes that ETP can improve English skills, the ETP tutors employ interesting teaching method, the place used in ETP is problematic,* and *the program should be improved* are presented below with extracts from participants' stories by illustration.

The student assumes that ETP can improve English skills

As we know, English Tutorial Program (ETP) is a new program at Universitas Muhammadiyah Surakarta, therefore ETP has many benefits for students at UMS especially to improve their English skills. Themes of the students assume that ETP can improve English skills are illustrated below:

Because ETP is teaching the students from whom cannot understand English to be understand.

then the students can be more proficient

That we follow the ETP was that we can be able to speak English properly and the people was also understood the meaning clearly.

Lah.. the second, almost of the students can be host when certain forums

The benefit is ... Yes as I mentioned above the benefits are we could be more proficient in English

then I followed the ETP program, the tutor slowly teaching me

then alhamdulillah I also can speak English since following ETP

then from students who haven't really can e ... do not know e.... How is English actually

He's just pretend told in English but his vocal was wrong

It is precisely the power remember of student it can more. ..... more developed than given task at home, their work at home

The ETP tutors employ interesting teaching methods

The theme 'The ETP tutors employ interesting teaching methods' is identified as the third explicative theme

emerging from the recorded lived experiences of the participants. The theme is elaborated using the following extracts from the participants.

She patiently faced me then she could also slowly emmmmmm ... taught me

The response was very pleased when taught by a tutor

So her patience makes her students also delighted when taught by her

Yes ... I already understand what is taught by the tutor because the way taught by tutor also fair well

She taught ... she taught the material ... the material is clarified. ... Clarified from the stage not know which is simple

then so her students were knew if they already understand, she immediately ... She immediately gives the task

The place used in ETP is problematic

The fourth explicative theme is 'The place used in ETP is problematic'. The participant suggest that ETP should have a special place. The participant wants ETP should have a permanent place. Therefore, the teaching learning process of ETP can be conducted together.

The drawback of place less satisfying

Moreover, e ... ... for ETP was no place that definitely for the lesson

We sometimes feel bored yes ..., the places surely in there again

but there's a .... determine specified place but the other students do not agree, it is make us confused to determining where ETP place is

The quality of the program should be improved

The last explicative theme is 'The quality of the program should be improved'. According to the participant, ETP needs more improvement in the teaching and learning process. In ETP, there are some tutors that are not competent in English. Some of them do dishonesty in their ETP group. The tutor just attended once or twice in a month but they asked signatures from the members of group for a full month teaching schedule.

The advice is first, for the activities if there are tutors yet. ... Not yet e. .. ... or cannot teach properly or have in cheating it should follow up,

Then there must be evidence of e. .. should produce evidence if ETP was really conducted

If there are ETP activities should provide evidence if they are actually conduct the ETP, signature as well.

3.2 Discussion

From the explicative themes, the researcher found that the student in the first semester as the subject of the study perceive his experience study in many different ways. The interpretations related to the participant's study experience will be discussed as follows.

The student assumes that can improve English skills

The findings suggest that the participant feels English Tutorial Program (ETP) is a new program at Universitas Muhammadiyah Surakarta. Therefore, ETP has many benefits for students at UMS especially to improve their English skill. In senior high school, the participant could not speak English well, but after joining ETP, the participant could improve her capability in English.

According to the participant, the other benefit of ETP is the student can improve their speaking skill especially in pronunciation and it can make the other people understand what they say.

The ETP tutors employ interesting teaching methods

In teaching, some tutors apply different styles of teaching. According to the participant, the way of tutor teaches is good for her group. The tutor teaches her group patiently. The tutor also gives a task after they have finished teaching ETP. After that, the tutor discuss with the students about the task that is hard for ETP students. The tutor also gives snacks to the students in teaching learning process of ETP. It is used by the tutor to increase the students' interest in learning English and make the students study with fun.

The place used in ETP is problematic

From the data of interview, the researcher found that the participant suggests ETP should have a special place. LPIDB did not give a special place for ETP. Therefore, the students and tutors need to decide where the ETP place is. Some of group held ETP in

around of campus or outdoor places. The participant assumes that almost of ETP students feel confused when they are asked where the ETP's place is. The participant wants that ETP should have a permanent place. Therefore, the teaching and learning process of ETP can be conducted together.

1) The quality of the program should be improved

In English Tutorial Program (ETP), there are some tutor that did not responsible in teaching ETP. They did not competence in English, some of them did a dishonest in their ETP group. According to the participant, ETP is need more improvement in in teaching learning process especially for the capability of tutor.

4. CONCLUSION, IMPLICATION AND SUGGESTION

4.1 Conclusion

In order to have a clear and brief picture of what the researcher has written in the previous analysis, the researcher draws the following conclusions. These conclusions answer the problem statements of this research as follows:

The participant as an ETP student assumes that ETP can improve English skills.

According to the participant, the ETP tutors is employ interesting teaching method, however the way of teaching by each tutor is different.

The researcher found that the place used in ETP is problematic.

The quality of ETP should be improved, especially for tutor.

4.2 Implication

Based on the results of the research, my findings have implications toward Lembaga Pengembangan Ilmu Dasar (LPIDB), ETP tutors, and ETP students.

For Lembaga Pengembangan Ilmu Dasar (LPIDB)

Re-evaluating ETP includes material, the tutors that are not responsible in teaching ETP, give a permanent place for ETP, and more discipline in applying the rules to the truant students.

For ETP tutors

As the ETP tutor, they should become a role model by their students. Thus, they should further enhance the quality of their teaching ETP.For ETP students

In the group of ETP, if the students found dishonest practices by their tutors, they should report it to the LPIDB.

4.3 Suggestion

After finishing this research, the researcher hopes it can be useful for all. The researcher gives some suggestions as follows:

In the teaching learning process of ETP, not all students can understand materials of ETP. Therefore, the tutor should choose an interesting technique in teaching ETP. The tutors need to understand that the ETP students are juniors and still need more understanding in learning English. Then, in the future hopefully ETP will be researched further in exploring about students' understanding on ETP materials.

For LPIDB, hopefully this research can be used as a parameter tool to re-evaluate English Tutorial Program (ETP). LPIDB can manage better schedules and places of ETP than before. Furthermore, LPIDB also choose tutors who are competent and have capability in English. LPIDB also can control the teaching and learning process of ETP. It could be used to decrease dishonesty by the tutors.

REFERENCES

Alexander, A. (2004). *A Qualitative Exploration of Students'experiences With Tutorial Learning* (Doctoral dissertation, Northeast Louisiana University).

Allen, T. D., MacManus, S. E. and Russell, J. E. A. (1999) Newcomer Socialisation and Stress: Relationships as a Source of Support, Journal of Vocational Behavior, Volume 54, pp 453 – 470.

Astin, A.W. (1999). Student Involvement: A Developmental Theory for Higher Education, *Journal of College Student Development*, Volume 40 Number 5, pp518-529.

Atkins, M. J. (1999) Oven-ready and Self-basting: taking stock of employability skills,

Teaching in Higher Education, Volume 4 Number 2, pp267 – 280.

Bogdan and Biklen. (2009). Case Study as Qualitative Research. Retrieved from http://www.appstate.edu/~jacksonay/rcoe/merriam.pdf accessed on March 20th 2017.

Byrne, M. and Willis, P. (2005) Irish secondary students' perceptions of the work of an accountant and the accounting profession, Accounting Education, Volume 14 Issue 4, pp 367-381.

Cohen, M.Z., KAHN, D.L. and STEEVES, R.H., (2000).*Hermeneutic Phenomenological Research: A Practical Guide for Nurse Researchers*.California: Sage Publications, Inc.

Cory, S. N., Kerr, D. and Todd, J. D. (2007) Student Perceptions of the Insurance Profession, Risk Management and Insurance Review, Volume 10 Issue 1, pp 121- 136.

Creswell, J.W. (1998). Qualitative Inquiry and Research Design Choosing Among Five Traditions, 2nd Edition.USA : Sage Publications.

Christie, H., Tett, L., Cree, V. E., Hounsell, J. and McCune, V. (2008) A real rollercoaster of confidence and emotions: learning to be a university student. *Studies in Higher Education*, Volume 33 Number 5, pp 567-581.

Croninger, R. G., Rice, J. K., Rathbun, A., & Nishio, M. (2007). Teacher qualifications and early learning: Effects of certification, degree, and experience on first- grade student achievement.*Economics of Education Review*, *26*(3), 312-324.

Eggens, L., Werf, M. P. C. and Bosker, R. J., (2008). The influence of personal networks and social support on study attainment of students in university education, Higher Education, Volume 55 Issue 5, pp 553-573.

Freeman, C. (1991). Networks of innovators: a synthesis of research issues. *Research policy*, *20*(5), 499-514.

Geanellos, R. (1998). *Hermeneutic philosophy: Part I implications of its use as methodology in interpretive nursing research*. Nursing Inquiry, 154-163.

Hellstén, M., & Prescott, A. (2004). Learning at University: The International Student Experience. *International Education Journal*, *5*(3), 344-351.

Hockings, C., Cooke, S. and Bowl, M. (2007) "Academic Engagement" within a widening participation context – a 3D analysis. *Teaching in Higher Education*, Volume 12 Numbers 5-6, pp 721-733.

http://www.elc-eastbourne.co.uk/blog/4-reasons-why-learning-english-is-so-important/ accessed on January 5th 2017

http://lc.ums.ac.id/ accessed on January 5th 2017

http://www.ums.ac.id/en/node/ 13 accessed on January 5th 2017

Jamelske, E. (2009). Measuring the impact of a university first-year experience program on student GPA and retention. *Higher Education*, *57*(3), 373-391.

Jones, L., Castellanos, J., & Cole, D. (2002). Examining the ethnic minority student experience at predominantly White institutions: A case study. *Journal of Hispanic Higher Education*, *1*(1), 19-39.

Kuh, G. D. (1995) The Other Curriculum: Out-of-Class Experiences Associated with

Student Learning and Personal Development, Journal of Higher Education, Volume 66 Number 2, pp 123-155.

Langridge, D. (2007). Phenomenological Psychology: Theory, Research and Method.   Essex: Pearson Education Limited.

Lowe, H. and Cook, A. (2003) Mind the gap: are students prepared for Higher Education.   *Journal of Further and Higher Education*, Volume 27 Number   1, pp 53-76.

Mann, S. J. (2001) Alternative Perspectives on the Student Experience: alienation and   engagement, Studies in Higher Education, Volume 26 Number 1, pp 7-19.

McLean, M. (2006) *Pedagogy and the University*, Continuum, London and New York.

McInnis, C., James, R., & Hartley, R. (2000). *Trends in the first year experience: In   Australian universities*. Canberra: Department of Education, Training and   Youth Affairs.

McNally, J., Cope, P., Inglis, B., & Stronach, I. (1994). Current realities in the student   teaching   experience: A preliminary inquiry. *Teaching and Teacher   Education*, *10*(2), 219-230.

Merriam, S. B. (2002). Assessing and evaluating qualitative research. In S. B. Merriam   (Ed.), *Qualitative research in practice: Examples for discussion and   analysis,*18-   33. New York, NY: John Wiley & Sons.

Miles, M. B., & Huberman, A. M. (1994), *An Expanded Sourcebook of Qualitative   Data Analysis*. 2nd edition, SAGE publications, UK.

Moustakas, C. (1994). Phenomenological Research Methods. London: Sage Publications.

Natanson, M. (1973).*Edmund Husserl; Philosophy of infinit tasks.*Evaston, IL; Northwestern University Press.

Nolan, C. A. (1998). Learning on clinical placement: the experience of six Australian student nurses. *Nurse Education Today*, *18*(8), 622-629.

Palmer, M., O'Kane, P. and Owens, M. (2009) Betwixt spaces: student accounts of turning point experiences in the first-year transition. Studies in Higher Education, Volume 34 Number 1, pp37-54.

Pitkethly, A & Prosser, M., (2001). The First Year Experience Project: a model for university-wide change, Higher Education Research & Development, Vol.20(2), 185-198.

Prosser, M., Ramsden, P., Trigwell, K., & Martin, E. (2003). Dissonance in experience of teaching and its relation to the quality of student learning. *Studies in Higher Education*, *28*(1), 37-48.

Rothwell, A., Herbert, I. and Rothwell, F. (2008) Self-perceived employability: Construction and initial validation of a scale for university students, Journal of Vocational Behavior, Volume 73, Issue 1, pp 1-12.

Sharpe, R., & Benfield, G. (2005). The student experience of e-learning in higher education. *Brookes eJournal of Learning and Teaching*, *1*(3).

Stake, R. E. (2010). *Qualitative research: Studying how things work*. Guilford Press.

Streubert, H.J., & Carpenter, D.R. (1999).*Qualitative research in nursing ; Advancing the humanistic imperative.* New York; Lippincott.

Thomas, S.L. (2000) Ties That Bind: A Social Network Approach to Understanding

Student Integration and Persistence, *The Journal of Higher Education*, Volume 71Number 5, pp 591-615.

Tinto, V. (1975). Dropout from Higher Education: A Theoretical Synthesis of Recent

Research, *Review of Educational Research*, Volume 5 Number 1, pp 89-125.

1994Group. 2007, *Policy Statement: Enhancing the Student Experience*, available at http://www.1994group.ac.uk/documents/public/SEPolicyStatement.pdf, November, accessed 11 January 2017.

Van Manen, M., (1990). Researching Lived Experience. USA: The State University of New York.