

TUTOR BELIEFS AND PRACTICES IN TEACHING SPEAKING: AN EXPLORATORY STUDY OF AN ENGLISH TUTORIAL PROGRAM IN AN INDONESIAN UNIVERSITY

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Abstrak

Penelitian ini bertujuan untuk mengeksplorasi keyakinan dan praktik para tutor dalam Program Bimbingan Bahasa Inggris di sebuah universitas di Indonesia, dengan fokus pada konteks tutor di Indonesia. Program pengembangan bahasa Inggris di sebuah universitas di Indonesia menyediakan tutor sebaya yang berkualifikasi untuk mengajar dalam konteks percakapan Bahasa Inggris sebagai Bahasa Asing (EFL), guna memperkuat keterampilan bahasa Inggris mahasiswa sarjana demi kebutuhan akademik sebagai sarana interaksi, eksplorasi, dan penerimaan informasi untuk meningkatkan kualitas pendidikan. Penelitian ini menggunakan metode kualitatif yang melibatkan observasi dan wawancara semi-terstruktur untuk mengamati mahasiswa sarjana yang sedang menjalani tugas sebagai tutor di tengah semester dalam program konteks berbicara EFL, serta menganalisis praktik yang diterapkan oleh para tutor tersebut menggunakan paradigma interpretatif untuk mengeksplorasi (1) Keyakinan apa yang dimiliki para tutor dalam Program Bimbingan Bahasa Inggris (ETP) mengenai pengajaran keterampilan berbicara; (2) Bagaimana praktik pengajaran yang diterapkan para tutor dalam kelas berbicara ETP mereka?; (3) Apa saja ketidaksesuaian antara keyakinan yang diungkapkan para tutor dan praktik pengajaran yang diamati; dan (4) Faktor-faktor yang memengaruhi ketidaksesuaian antara keyakinan yang diungkapkan para tutor dan praktik pengajaran yang diamati. Hasil penelitian menunjukkan adanya ketidaksesuaian antara praktik yang dilakukan para tutor dengan keyakinan yang mereka anut. Ketidaksesuaian tersebut dipengaruhi oleh rendahnya kemampuan peserta didik dalam memahami bahasa Inggris yang digunakan saat para tutor mengajar kelompok tersebut, serta kurangnya pengalaman sebelumnya para tutor dalam mengajar EFL yang membuat mereka tidak mampu mengelola kelas konteks percakapan EFL. Penelitian ini berkontribusi untuk menyelidiki lebih lanjut penerapan kerangka kognisi guru dalam konteks bimbingan sebaya, suatu bidang yang belum diteliti secara mendalam serta untuk memberikan bukti empiris mengenai dampak keyakinan para pembimbing terhadap praktik pengajaran mereka di bidang berbicara. Temuan-temuan ini diharapkan dapat meningkatkan pemahaman mengenai dinamika bimbingan sebaya dan membuka peluang baru bagi penelitian di masa depan mengenai proses berpikir calon pendidik.

Kata Kunci: Keyakinan dan Praktik, Tutor Sebaya, Pengajaran Speaking.

Abstract

This study aims to explore the beliefs and teaching practices of tutors within an English Tutorial Program (ETP) at an Indonesian university, focusing specifically on the context of local Indonesian tutors. This English development program provides qualified peer tutors to teach EFL speaking courses. The initiative is designed to strengthen undergraduate students' English proficiency for academic purposes, serving as a medium for interaction, exploration, and information acquisition, with the ultimate goal of enhancing the overall quality of education. Employing a qualitative method, this study

utilizes classroom observations and semi-structured interviews to examine undergraduate students serving as tutors during their mid-semester placements. Adopting an interpretive paradigm, this research seeks to address the following questions: (1) What beliefs do tutors in the ETP hold regarding the teaching of speaking skills? (2) What teaching practices do these tutors implement in their speaking classes? (3) What discrepancies exist between the tutors' stated beliefs and their observed teaching practices? and (4) What factors contribute to these discrepancies? The findings reveal notable inconsistencies between the tutors' professed beliefs and their actual classroom practices. These discrepancies appear to be influenced by two primary factors: the tutees' limited proficiency in comprehending the English used during instruction, and the tutors' lack of prior teaching experience, which hindered their ability to effectively manage EFL speaking classes. This study contributes to the growing body of research on teacher cognition by applying this framework to the underexplored context of peer tutoring. It also offers empirical evidence regarding the impact of tutors' beliefs on their speaking instruction practices. The findings are expected to enhance our understanding of the dynamics inherent in peer tutoring and to open new avenues for future research into the cognitive processes of pre-service educators.

Keywords: Beliefs and Practices, Peer Tutoring, Teaching Speaking.

1. INTRODUCTION

Communication among the world involves people speak in different languages. thus, people need a global language that serves as a bridge when interacting and accessing information. This worldwide language needs to straightforward comprehend in order to encourage positive communications. Indonesians interact with individuals from other nations to improve the quality of their nation and culture, which linked by the international language and must be fluent in English in order to exchange information about Indonesian culture or to pursue global knowledge (Choo, 2025).

Speaking skills remain a challenge for both teachers and students comprehend because speaking is not merely about analyzing words or understanding sentences, it requires applying effective and appropriate methods and approaches tailored to the learner. Speaking ability demonstrates what is received, while processing words reflects varying levels of human capability (Ainun et al., 2023)

To improve speaking abilities, a study group is required to foster interaction among participants, boost self-confidence, and provide the groundwork for language mastery. A student who has already mastered a subject under the guidance of a teacher or instructor serves as a tutor for the study group to help develop speaking abilities. Tutors and teachers differ in terms of the context and environment in which they apply their practices (Widodo et al., 2022).

Differences between tutors and teachers stem from their teaching experience, teachers have faced the challenges of planning, managing, and interacting with students, as well as the impact of increasingly widespread technology on decision-making (Arifin, 2023). Learners require an atmosphere where they can explore a particular concept or skill without a teacher present. Tutor was conducted outside the formal education system, especially in developing English language skills.

Student participation as tutors shows the positive impact of tutors (Sinulingga et al., 2025).

The learning atmosphere was important to consider that a safe learning environment and tutor motivation contribute to students' learning improvement. Confidence and positive affirmation from tutor build learners' confidence to support the development of their competency (Svelling et al., 2021). Tutor make decisions whenever they deem it necessary according their approach towards contextual situation groups to achieve the intended goals (Li & Ma, 2025). Various contextual factors become significant obstacles that tutor must navigate in their actual teaching practice (Svelling et al., 2021).

Muhammadiyah Surakarta University is one Indonesian university that offers both extracurricular and intracurricular programs. One of its intracurricular activities is English Tutorial Program, or ETP for short. ETP, an English language tutoring program mandatory for new students enrolled in the regular curriculum, allows third-semester students to serve as tutors. In contrast to academic members, the tutors in this program are still learning the material.

Previous study on peer tutoring have shown substantial advantages for tutees ((Afsharpour & Gohar, 2022; Jaturapitakkul, 2023; Parker et al., 2024; Svelling et al., 2021). Parker et al. (2024) discovered that after a 12-week peer tutoring intervention, elementary school kids' English ability significantly improved, with both tutors and tutees demonstrating improvements. Additionally, this study emphasizes the growth of self-confidence, drive, and interpersonal skills, supporting Topping (2005) claim that peer tutoring improves all tutee. The research gap is viewed by previous studies has primarily focused on the tutees' learning outcomes. Consequently, the hypothesis in previous studies was that tutors were already proficient in the subject matter. To fill the research gap, This study focuses on examining the thinking processes and decision-making involved in teaching speaking skills by beginner tutors who are still in the process of learning. Thus, this study represents novelty that compares variable of beliefs with their teaching practices in beginner tutors context and highlights the discrepancy between tutors' beliefs and their actual practices in teaching speaking.

Highlighting phenomena of English Tutorial Program, this study has research objective that serve as a guide in accordance with the mapping of core issues about beliefs do tutors in the English Tutorial Program hold about teaching speaking skills, the real teaching practices do the tutors employ in their English Tutorial Program speaking class, the discrepancy between the tutors' stated beliefs and their observed teaching practices, and what factors that influence discrepancy between the tutors stated beliefs and their observed teaching practices. This study contributes to further investigate the application of the teacher cognition framework in the context of peer tutoring, an area that has not yet been thoroughly investigated, and to offer empirical evidence regarding the impact of tutors' beliefs on their teaching practices in the field of speaking.

2. METHODS

This study use qualitative methods to describe an how tutor practicing their beliefs into tutoring speaking skills in English Tutorial Program (ETP). This study needs to be explored further because the subject matter is quite contrasting. In several previous studies, tutor were selected as a subject. however, this method is representative for conducting research on tutors whose educational backgrounds are not limited to graduates of education programs. What naturally occurs and where these events take place will be explained in this study.

The data collected in primary data data was collected from three main sources using triangulated research instruments, the first one, semi-structured interviews conducted with English Tutorial Program tutors, transcripts that captured data from informants stated beliefs about teaching speaking skills. Second, non-participant classroom observations, recorded as detailed field notes, which documented actual teaching practices and interactions in natural classroom settings. Third, relevant documents, including teaching materials such as textbooks and classroom photographs, which provided contextual and supplementary evidence of instructional practices.

This research uses observation, interviews, and documentation as forms of data collection. The observation procedure in this study began with requesting permission to official permit and Research Authorization Letter that would sent to the LPMB UMS for approved and signed as a form of uphold institutional integrity and protect the privacy police of the research subjects' identities meet with tutors to observe teaching and learning activities in the relevant tutor groups.

In this study, the observation technique used a checklist instrument derived from theory to measure aspects of tutor practices, there are T1 for Tutor 1, T2 for Tutor 2 and T3 for Tutor 3. It was in order to review discrepancies with the tutor's beliefs. The duration of the study was 30 minutes, adjusted to the completion of teaching and learning activities in the relevant English Tutorial Program group, with participants sitting in a circle with the tutor and tutees. The interview format allows the instruments used to be adapted to the situation at hand (Tatik et al., 2025). Interviews were used to explore more in-depth information about tutors' beliefs in teaching English Tutorial Program and crosschecking about what is the factors of discrepancy in teaching English speaking ability. The last part about documentation that supports to capture impressions of teaching practices that are not perfectly remembered and proven as field data in the form of video and audio, which will later be transcribed into written notes.

3. FINDINGS AND RESULT

1. Tutor Beliefs

From collected research data, it is found that, based on the tutor's semi-structured interview and document analysis to measured beliefs, The following five indicators were used by the researchers to

determine the instructors' pedagogical beliefs:

a. Beliefs about Learning Objectives For Speaking

According to T1, the English Tutorial program's learning objective for speaking improving English speaking abilities should be seen as a first step toward a more prosperous profession. T3 supports T1's hypothesis that speaking English is an essential communication tool in the field of education and even helps one succeed in the workplace in Indonesia, where English is actually a second language. This is true not only for information seeking but also for disseminating information about our own culture to audiences overseas. According to T3:

“Being able to hold a two-way conversation about things around you is an easy method to improve your speaking abilities. Speaking abilities are very important on campus, where we frequently interact with foreign instructors and students. Additionally, since students typically engage in international events, speaking abilities are crucial.”

All three tutors stressed how essential it is to develop speaking abilities in order to communicate with other members of the academic community and share information about the culture and knowledge of the country's youth, which promotes international exchange.

b. Beliefs about Tutor's Role

According to T1, the tutor's involvement in the ETP group encourages tutees to speak English more fluently. The strategy T1 outlined for encouraging tutees to develop this ability was to demonstrate how utilizing English makes life and occupations seem simpler and more successful. T2 believed that :

“Tutor should helps tutee in improving speaking skills.”

T3 highlights that the tutor's function is more than just a facilitator; in order to establish a comfortable environment that encourages self-confidence and a sense of security when practicing speaking in English, the tutee and tutor must improve their relationship.

c. Beliefs about Tutee's role

T1 states that tutees in a group must actively participate in two-way communication; specifically, tutees must at least try to say one sentence they are accustomed to saying in English. T2 also assumes that tutees need to get used to speaking English in their daily lives.

T3 emphasizes that :

“The tutee's responsibility is straightforward, they are to acquire vocabulary from their environment and articulate it confidently.”

According to all three tutors, students should be self-assured without feeling inadequate and eager to improve their English, beginning with everyday situations.

d. Beliefs about Teaching Methods

T1 and T2 use role-playing and vocabulary exercises, which can help students learn English. This method is especially useful for students who still have a rudimentary command of the language. In addition, T3 states that :

“The mock speaking test method is a great way for me to assess my speaking skills. Because this mock test covers a few aspects of speaking, such as pronunciation, fluency, and vocab. Therefore, it is a substantial program for students who want to learn, but it must be done consistently to achieve optimal performance. However, let's take another look at the effectiveness and tutee's abilities.”

T1, T2, and T3 concur that a broad vocabulary is necessary for children to develop their speaking abilities. Fluency is more crucial than pupils concentrating only on grammar, according to T1, T2, and T3. T3 supports this idea by pointing out that even if students have a solid command of grammar, they would feel significantly more pressure to speak English if they can't recall the terms.

e. Beliefs about Error Correction

According to this finding, T1, T2, and T3 see errors as a chance to learn more about speaking techniques. A tutee can learn what has to be improved in terms of fluency, pronunciation, context-appropriate vocabulary, and even situation-appropriate grammar as they practice more. T3 focuses on the role that errors play in the process of improving speaking abilities:

“We learn from our mistakes. They see mistakes as chances to learn, which can be fixed in the future by practicing more. Mistakes don't mean we failed, they mean we moved on to the next level.”

Given this presumption, the tutor said that constructive language should be used when making changes. T1, T2, and T3 concurred that offering error correction in a way that is balanced with gratitude for the tutee aids in reducing learning anxiety and preserving self-assurance.

f. Beliefs about the ETP Material Guide-book

T1 and T3 reported that they seldom ever used the ETP book to its fullest extent. Only the information to be delivered was highlighted in the book by T1 and T3. Some of the book's instructions were deemed too challenging for tutees whose educational backgrounds did not include English language education or an international-based major, according to T1 and T3. However, T2 claimed that

“I followed the steps in the ETP guidebook because it had a lot of useful information. There were no

problems with it."

2. Tutor Teaching Practices

The researcher looked at the tutors' methods for teaching speaking content based on observations of the three ETP groups. The session led by T1 lasted 30 minutes, the session led by T2 lasted 45 minutes, and the session led by T3 lasted 30 minutes, all of which were shorter than the typical one-hour time, according to observations of T1 and T2. An oral presentation, a synopsis of the final chapter assignment, and a quick explanation of the new content were all included in the opening of each session.

Through the use of English phrases to greet the tutee at the beginning of the session, T1 and T2 concentrate on improving speaking abilities. However, the sessions' only focus was on providing new terminology associated with the chapter procedure texts that was being discussed. T3 was even less engaged and did not start the session with communicative English expressions. To make sure the tutee could understand the material on procedural texts, T1, T2, and T3 elaborated on it using carefully selected words based on the textbook. They emphasized variations in terminology according to usage, form, and even situation. T1 and T2 did not give the tutee the chance to process the words as a kind of direct speaking practice; instead, they permitted the tutee to remain a passive listener and take notes on the vocabulary that was dictated. T3 used drilling strategies to dictate new vocabulary while allowing the tutee to say the words.

The tutees in groups T1 and T2 continued to participate in the activities, although they interacted with the tutor less, according to observations of their activities. The tutees in group T2 just wrote down the vocabulary that was given to them and only answered questions during the session. The tutees did not express themselves spontaneously in English. When tutees in Group T2 relied on text they had committed to memory, they faltered. Although the tutees in Group T3 actively asked the tutor about vocabulary in a natural way, it should be noted that they did not take the initiative to construct sentences in English; in fact, the final assignment only involved fixing procedural texts' spelling rather than demonstrating how to make something.

Based on observations T1, T2 and T3 groups, they are using teacher-centered method. It shown that the tutor explaining the material that has been listed in the ETP textbook and the tutor was packaging in their own language according to what they understand about the procedure text. The tutor also explains the differences in vocabulary according to its use and connects several vocabulary in daily life.

Fluency was the main focus of T1, T2, and T3's error correcting implementation in the ETP group. Using sentence openers and direct interruptions to correct terminology, he corrected students'

mistakes based on observations of the speaking tasks in the group led by T2. However, he did not offer thorough comments at the conclusion of the session. No formal corrections were seen in the groups led by T1 and T3; instead, indirect vocabulary Q&A was the main focus.

3. Discrepancy between Tutor Beliefs and Tutor teaching practices

Based on an analysis of the tutors' stated beliefs and their actual teaching practices, the discrepancy emerged between the tutors' beliefs and their teaching of speaking skills, as explained below:

T1 showed in their statement of beliefs that a tutor's job in a program is not the same as a teacher's rather, the tutor's goal is to increase the tutee's self-assurance, since many people have trouble speaking English with confidence. This demonstrates that the tutor's position as a motivator for learning to speak is not as daunting as it may appear. In actuality, though, T1 is ineffective in boosting a tutee's confidence because it gives them the choice to turn in speaking assignments online rather than on the spur of the moment. Because the tutor's choices continue to be in line with the tutee's preferences, there is a gap between the tutor's declared beliefs and actual practice, which goes against the goal of fostering self-confidence while practicing speaking.

T3 also holds the opinion that the tutor's job should be to establish a relationship with the tutee and express gratitude so that there is no seniority or status gap and the tutee can feel more comfortable expressing themselves and honing their speaking abilities. This remark suggests that the tutor's job is to provide support. Even though Tutees could not speak English yet, T3 showed their supportive role in the practice throughout the group observation by communicating with the tutee in both directions to foster a good environment. The tutor made an effort to clarify the content using at least one or two words in English, even though they continued to communicate in their mother tongue. Because the tutor exhibited a supporting role but did not yet seem to give the tutee opportunity to practice speaking in English, the results of the analysis of beliefs and behaviors on T3's role were categorized as partially inconsistent.

Discrepancy Groups T1 and T3 showed discrepancy in speaking instruction. T1 felt certain that role-playing was an applicable and successful teaching strategy for enhancing speaking abilities. However, this belief was not supported by actual practice. Because the content being covered was a procedural text, it was clear that T1 primarily used the lecture style, with no two-way contact with the tutee. As a result, the tutee did not reply in English and continued to be a passive listener. Mock speaking exams, on the other hand, are a useful instructional strategy for enhancing speaking abilities, according to T3. In reality, though, the tutor conveyed the information in Indonesian while T3 just dictated new language associated with the procedural text. The disparity in instructional strategies was extremely noticeable in our investigation. The tutee has been afforded the opportunity to practice

speaking by the tutor, as evidenced by T2. The presentation was titled "How to Operate or Make Something".

Discrepancies in how mistakes are corrected when teaching fluency-focused speaking skills. T1, T2, and T3 concur that speaking abilities are more accurately assessed in terms of fluency than grammar. T3 states that :

“When it comes to speaking, fluency is more important than grammar because we’ll be able to speak English if we have a sufficient vocabulary, and that will give us more confidence. Grammar is more important for improving writing so that sentences are more pleasant and polished to read.”

Nevertheless, the T1 group did not engage in any direct group speaking practice activities. In reality, the students were extremely passive, merely listening to the tutor's explanations. Students in Group T2 practiced speaking by explaining procedural texts in group presentations. Group T3 concentrated mostly on producing procedural documents and delivering information rather than practicing speaking. Because there were no exercises showcasing the improvement of speaking abilities in groups T1 and T3, it might be inferred that these groups showed disparities in error correction.

Discrepancies with the ETP Material Guide-book, T2 and T3 said that tutees who were not majoring in an international field or who lacked extensive experience learning English were not well suited using the ETP handbook. In reality, though, these two instructors explained the entire program using the guidebook in its entirety. T1, on the other hand, gave tutees the opportunity to prepare for speaking practice by using digital technology to write scripts.

The differences between tutors' ideas and their real behaviors stands in sharp contrast to earlier studies. Peer tutors are quite successful in enhancing speaking abilities, according to research by Chantaraphat et al. (2023). Because peer tutoring programs cannot be applied to other contexts, this conclusion is inconsistent. An examination of the disparities between practices and beliefs shows that these variances are caused by differences in the systems used. According to this study, the program's lack of formal, specialized training to improve tutor capacity and variations in tutor competence are the causes of the disparity.

4. Contextual Factors that influence discrepancy between Tutor beliefs and tutor teaching practices

Based on the analysis of the discrepancies, researchers use triangulation data to validate and examine contextual factors that influence discrepancies. According to T2, there is a lack of interaction and teacher-centered dominance in the group because tutees in group by T2 passive and shy in answering questions have already been given the opportunity to do so. T3 also holds the opinion that the tutor's job should be to establish a relationship with the tutee and express compliment feedback so

that there is no seniority or status gap and the tutee can feel more comfortable expressing themselves and honing their speaking abilities. Even though Tutees could not speak English yet, T3 showed their supportive role in the practice throughout the group observation by communicating with the tutees in both directions to foster a good environment. The T3 made an effort to clarify the content using at least one or two words in English, even though they continued to communicate in their mother tongue. Because the tutor exhibited a supporting role but did not yet seem to give the tutee opportunity to practice speaking in English. T3 stated that the tutees' passivity stems from their lingering belief that learning English is difficult, their embarrassment over their distinct accents, and, ultimately, a lack of motivation to learn English. T3 emphasized that it is triggered by the tutees' environment, in which they are not familiar with English, and where English is viewed basically as a requirement to meet academic standards.

Discrepancy Groups T1 and T3 showed discrepancy in speaking instruction. T1 felt certain that role-playing was an applicable and successful teaching strategy for enhancing speaking abilities. However, this belief was not aligned by enacted practice. Because the content being covered was a procedural text, it was clear that T1 primarily used presentation but still interactive with tutee. However, T1 explains by mixing code using Indonesian-English to communicate. As a result, the tutee did not reply in English. T2 referred to roleplay games as an ideal teaching method, but when it was viewed in the teaching practices, none of the activities indicated speaking practices. Just dictating and developing the vocabulary that is relatable in procedure text. T3 referred to Mock speaking as a useful instructional strategy for enhancing speaking abilities. In teaching practices, though, the tutor conveyed the information in Indonesian while T3 just dictated a new vocabulary associated with the procedure text. T3 explained and led the class by using a mixing language Indonesian- English version.

Discrepancy in the beliefs of tutor towards ETP Material Guide-book, According to T2, tutees who were not majoring in an international field or who lacked extensive experience learning English were not well suited using the ETP handbook. T2 assuming that the book focuses too much on grammar, which shouldn't be emphasized in speaking practice. However, the teaching practices shows T2 was doing the entire instruction on the guidebook in its entirety. On the other hand, T1 gave tutees the opportunity to prepare the presentation that instructed based on the guidebook and develop the vocabulary by using artificial intelligence. An observation of the three teaching practices employed by T1, T2, and T3 finds significant difference. Based on triangulation data, T3 use the guidebook to understanding the material and many vocab and the tutor confirmed T2 adapted the learning tasks to match the tutees' beginner proficiency level, thereby ensuring that the activities remained appropriate to their learning needs and abilities.

Discrepancy in how mistakes are corrected when teaching fluency-focused speaking skills. T1, T2, and T3 believe that speaking abilities are more accurately assessed in terms of fluency than grammar. Nevertheless, the students in Group T1 practiced speaking by explaining procedure texts in group presentations. The teaching practices demonstrates how T1 corrects the students' presentations by complimenting them and highlighting particular areas that require improvement. T2 group did not engage in any direct group speaking practice activities and the students were extremely passive, merely listening to the tutor's explanations. T3 concentrated mostly on producing procedure text by written task based and delivering information rather than practicing speaking. Because there were no exercises showcasing the improvement of speaking abilities in groups T2 and T3, it might be inferred that these groups showed discrepancy in error correction. After conducting data triangulation to confirm valid and well-executed practices, the data collected by T2 confirms that the statements are not consistent with the practices at this time because almost all of the students do not have a proficient command of the English language to support their self-belief. As a result, T2 state that because they lack of self confidence and T3 states that it is necessary to provide them with proficient knowledge of the English language so that their performance can reach a more proficient level. The discrepancy is indicative of the involvement of numerous factors, as evidenced by these findings, which include:

Figure 4.1 Factors That Influence Discrepancy Between Tutor Beliefs And Teaching Practices

Discrepancies	Influencing Factors
The tutor nearly employed the code-mixing by Indonesian-English (T1 and T2).	Tutor was lacking of vocabulary and the tutor's educational background and learning experience are not characterized by an environment in which the use of English is the standard (T1).
a. Role-playing techniques were not implemented (T1, T2, and T3) b. Remained teacher-centered (T2 and T3) c. Focus on Grammatical and structure (T3) d. The tutor does not exclusively implement English in their instruction (T3) e. Focused on dictation and translation vocabulary (T2 and T3) f. focused on writing task based (T3)	a) Tutors are subject to constraints in managing the groups in beginner level English. As a result of the tutor lack of a capacity-building program for tutors and just focused on completing academic requirement of tutee (T2, and T3). b) The tutee is not fully adapted to an English-speaking environment and the tutee's confidence level remains low due to their lack of experience with English communication. The tutee's comprehension of English remains beginner level English (T1, T2, and T3).

4. CONCLUSION

These results corroborate theory by Borg (2003) that the capacity of a tutor to form perceptions

and judgements in the classroom they supervise is influenced by their beliefs, which are extremely subjective and evaluative in nature and can differ depending on the individual who holds them. These results show that T1, T2, and T3's thinking skills reflect their beliefs about the objectives of learning English to support their careers and facilitate communication with foreigners they encounter; this shapes their experiences because they are influenced by the tutors' prior experiences of frequently using English in their social interactions. A tutor's experience is also helpful for assessing the tutee's progress, as it allows them to draw on their own prior background in learning English. This is evidenced by the differing backgrounds among the tutors: T1 developed this capacity through informal coursework, while T2 and T3 gained theirs through their English education background and frequent engagement in events and experiences involving English. These varied backgrounds equip each tutor with different reference points for recognizing and interpreting signs of progress in their tutees. A tutor's previous teaching expertise might provide strategies for rapidly enhancing English speaking abilities. This finding aligns with Waheed et al. (2024), who found that a teacher's decades of teaching experience shape their perspective, the basis of their commitment, and their decision-making in the classroom. This suggests that extensive teaching experience similar to the professional background held by T1, T2, and T3 in the present study contributes to how tutors form beliefs about the purpose of English learning, such as developing communication skills for career advancement, including job or scholarship opportunities.

The examination of the three pedagogical approaches employed by T1, T2, and T3 demonstrated notable disparities, particularly with spoken instruction techniques. Theory of Hymes (1972) delineates Communicative Language Teaching as an approach that prioritize learning by interacting and meaningful approach. If these practices demonstrated on the theory, the activities documented in the observation reports and data triangulation, which incorporated interviews across all three groups, revealed that none of the tutors implemented Communicative Language Teaching. The practice that is carried out only reaches pre-communicative activities which is the practice of presentation of a brief by tutor. Obviously, this serves as a criterion for tutor evaluation, suggesting that they must update their knowledge in order to more effectively comprehend the methods and practices of teaching speaking skills independently. The ETP program itself needs to offer this training. Similar findings were documented in a study conducted by Negewo et al., (2023) educators return to conventional methodologies, particularly the lecture method. The differences between tutors' ideas and their real behaviors stands in sharp contrast to earlier studies. Peer tutors are quite successful in enhancing speaking abilities, according to research by Jaturapitakkul (2023), peer tutoring programs cannot be generalized to other contexts. An examination of the discrepancy between practices and beliefs shows that these variances are caused by differences in the systems used.

According to this study, the program lack of formal, specialized training to improve tutor knowledge and variations in tutor competence are the causes of the discrepancy.

The discrepancy between beliefs and practice occurs because decision-making is dominated by the circumstances of the group that instructors oversee and internal considerations resulting from a lack of interacting experience. When it comes to theory by Borg (2003) posits that beliefs have an impact on thinking, decision-making, and assumptions. However, a difference between beliefs and practices will arise due to the fact that both are evaluative in nature. Those theory indicated in Group by T2 and T3 resulted from the tutee's comprehension of English remains inadequate and tutees is not fully adapted to an English-speaking environment and has not completed an English language or international studies program.; as a result, T2 and T3 continued to serve as models. When it viewed from perspective of communicative language learning theory, tutors must be interactive. Because the principle of communicative language teaching emphasizes classroom management to further emphasize the principle of communicative learning teaching, which means it must be interactive. The students should have acquired at least some interaction speaking English. T1 follows the program's ETP curriculum criteria despite not having the same experience or training in English language instruction as T2 and T3. In this case, ETP textbook can fully contribute to accomplishing the objectives of communicative learning as T1 can evaluate the tutee's skills using the guidelines in the textbook. This is in line with earlier studies. Previous research has also revealed similar results, such as the study by Pradana et al., (2023), which discovered that teachers actually thought they were employing communicative teaching strategies. However, due to several uncontrollable classroom circumstances, there were signs that the approaches they used did not align with their beliefs. Therefore, even if this goes against the speaking teaching theory that has been used as a guide for teaching speaking, teachers must modify their approaches to guarantee that learning objectives are satisfied by improving their teaching methods.

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