

# CHAPTER I

## INTRODUCTION

### 1. Background of the study

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 et al., 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. 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 (2001) 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. Research Questions**

This study has questions that serve as a guide in accordance with the mapping of core issues that have been described as follows :

1. What beliefs do tutors in the English Tutorial Program (ETP) hold about teaching speaking skills?
2. What teaching practices do the tutors employ in their ETP speaking classes?
3. What discrepancy (differences) between the tutors' stated beliefs and their observed teaching practices?
4. What factors influence discrepancy between the tutors stated beliefs and their observed teaching practices?

## **3. Objectives of The Study**

In accordance with the problem statements described above, the objectives of this study are formulated as follows:

1. To explore tutors' beliefs regarding teaching speaking skills in the English Tutorial Program.
2. To analyze the teaching practices that tutors employ in their ETP speaking classes.
3. To analyze the discrepancy between the tutors' stated beliefs and their observed teaching practices
4. To determine the factors that influence discrepancy between the tutors stated beliefs and their observed teaching practices.

## **4. Significance of The Study**

This study is expected to provide the following theoretical and practical benefits:

- a. This study will fill a knowledge gap by providing empirical data about beliefs and practices of tutors in teaching speaking skills.
- b. The results of this study can be used as an academic reference and comparison for other researchers interested in examining similar issues in tutorial programs or other non-formal educational contexts.
- c. This study present as evaluation considerations for the implementation of the ETP program in the context of resource optimization and quality of teaching speaking for tutors in accordance with the actual condition of field practice.