

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



Submitted as a Partial Fulfillment
of the Requirements for Getting a Bachelor Degree
In Department of English Education

By:

MELANI ERVINA DEWI

A320220059

**DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA**

2026

APPROVAL

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PROPOSAL RESEARCH

By :

Melani Ervina Dewi

A320220059

Approved by Consultant



Mauly Halwat Hikmat, Ph.D.

NIDN. 0613066801

ACCEPTANCE
TUTOR BELIEFS AND PRACTICES IN TEACHING SPEAKING : AN
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UNIVERSITY

Has been Prepared and Compiled by:

MELANI ERVINA DEWI

A320220059

Accepted and approved by The Board Examiners

School of Teacher Training and Education

Muhammadiyah University of Surakarta

On

Board of Examiners :

1. Mauly Halwat Hikmat, Ph.D.
(Head of Examiners)
2. Aryati Prasetyarini, S.Pd., M.Pd.
(Examiner 1)
3. Suharyanto, S.Pd., M.Ed.
(Examiner 2)

(*M. Halwat Hikmat*)

(*Aryati Prasetyarini*)

(*Suharyanto*)

Surakarta, August 10, 2026

Faculty Of Teacher Training And Education



STATEMENT OF ORIGINALITY

I am the researcher, signed on the statement below:

Name : Melani Ervina Dewi

NIM : A320220059

Department : Department of English Education

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

This work is entirely the result of my own independent research and has never been used to obtain an academic qualification at any university. To the best of my knowledge, it contains no material previously published or written by another individual, save for those sections explicitly cited within the text. I affirm the veracity of this statement and am prepared to bear all legal and academic consequences if any disputes regarding this publication occur later on.

Surakarta, August, 10, 2026

The Researcher



Melani Ervina Dewi

A320220059

MOTTO

“Rock bottom will teach you a lesson more than a mountain top ever will.”

-Unknown

“Sesungguhnya bersama kesulitan itu ada kemudahan.”

(QS. Al Insyirah : 6)

“Do the best and Let God Do the Rest.”

-Raymond Chin

DEDICATION

It is with a grateful heart and utmost humility that this work is dedicated to:

Allah SWT, as a token of my deepest gratitude for His endless blessings, guidance, and the ease granted to me at every step, making the completion of this research paper possible.

To my parents, for their enduring love, devotion, and steadfast responsibility toward my well-being. Thank you for always being my first line of support during difficult times, and for gracefully balancing the roles of protective parents and trusted friends. While your love is often shown through actions rather than words, your understanding of me is unmatched.

To my closest friends. Febiola, Queen, Fadia, Galuh Shafa, Fauziah, and others. I extend my sincere gratitude for your unwavering companionship and for consistently providing a supportive ear. Your steadfast presence through both academic and personal tribulations, coupled with your willingness to offer assistance, has been invaluable. Thank you for infusing my days with laughter and joy, and for graciously embracing my presence despite my communication shortcomings.

Clash of Champions Season 3, an educational program introduced me to one of the cast members who greatly motivated me to continue the struggle of writing this thesis, he is Kafka Bintang Timora. It wasn't because he came from a privileged family, but rather his parents' upbringing that inspired me to rise up and realize that no flower blooms overnight. His parents' dedication and the education they provided which shaped Kafka into the remarkable person he is today have inspired me to remain steadfast in my commitment to being a lifelong learner and, of course, a teacher who continues to learn until the end of my days.

Deepest appreciation is dedicated to the entire Faculty of the English Education Department. Thank you for being the guiding lights in my education for sharing your knowledge, offering unwavering guidance, and steering me in the right direction. This achievement would not have been possible without your continuous support and belief in my potential.

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Offering praise to Allah SWT, I express my boundless gratitude to the Almighty. By His grace, as well as the physical and mental strength bestowed upon me, this scientific manuscript entitled “Tutor Beliefs and Practices in Teaching Speaking : An Exploratory Study of English Tutorial Program In an Indonesian University” has been successfully completed. This document is prepared to satisfy the graduation criteria for the Undergraduate Program in the Department of English Education at Universitas Muhammadiyah Surakarta.

The researcher fully understands that the extensive process of completing this undergraduate thesis involved the contribution and both moral and material support of many individuals. At this invaluable moment, the researcher wishes to convey sincere and heartfelt appreciation to:

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2. Titis Setyabudi, S.S., M.A., as Head of Department of English Education, Faculty of Teaching Training and Education, Muhammadiyah University of Surakarta,
3. Mauliyah Halwat Hikmat, Ph.D., my advisor, whose invaluable guidance and expertise steered me through every stage of completing this research paper,
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6. English Tutorial Program, which served as a profound source of object of the study during the conceptualization and writing of this research paper.

ABSTRACT

Tutor Beliefs and Practices in Teaching Speaking : An Exploratory Study of English Tutorial Program in an Indonesian University. *Research Paper*, Faculty of Teacher Training and Education, Muhammadiyah University of Surakarta 2026.

This study aims to explore beliefs and practices of tutors in an English Tutorial Program at an Indonesian University, focusing on Indonesian tutor context. An English development program at a University in Indonesia offers qualified peer tutors to teach EFL speaking context, strengthening the English skills of undergraduate students for academic needs as a medium of interaction, exploration, and receiving information to improve the quality of education. This study employs a qualitative method involving observations and semi-structured interviews to examine undergraduate students in their mid-semester positions as a tutor in an EFL speaking contexts program and analyze the practices implemented by these tutors using an interpretive paradigm to explore (1) Beliefs do tutors in the English Tutorial Program (ETP) hold about teaching speaking skills; (2) How teaching practices do the tutors employ in their ETP speaking classes?; (3) What are discrepancies between the tutors' stated beliefs and their observed teaching practices and; (4) The factors that influence discrepancy between the tutors stated beliefs and their observed teaching practices. The results indicate inconsistency between what tutor practices reflected towards their beliefs. Discrepancy influenced by tutee had low ability to comprehend the English language used when the tutors instructed the group and the tutors lack prior experience in teaching EFL that made them unable to manage EFL speaking contexts classes. 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. The findings are anticipated to enhance comprehension of the dynamics of peer tutoring and provide new opportunities for future research on the thought processes of pre-service educators.

Keywords : Beliefs and Practices, Peer Tutoring, Teaching Speaking

ABSTRAK

Keyakinan dan Praktik Tutor dalam Pengajaran Speaking : Studi Eksploratif pada English Tutorial Program pada sebuah Universitas di Indonesia. *Skripsi*, Fakultas Keguruan dan Ilmu Pendidikan.

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.

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