

Evaluating the Effectiveness of an English Tutorial Program for Non-English Majors

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Abstract

This study aims to evaluate the effectiveness of the English Tutorial Program (ETP) organized by *Lembaga Bahasa dan Ilmu Pengetahuan Umum* (LBIPU), starting from the challenges faced by ETP tutors in teaching speaking and students' perceptions of the effectiveness of ETP in improving their speaking skills. This mixed-methods study employed a sequential exploratory design and used interviews and questionnaires to collect data. The study involved 33 interview participants including tutors and students, while questionnaires were distributed to 82 non-English students at Universitas Muhammadiyah Surakarta. The data were analyzed qualitatively using the coding method and quantitatively with descriptive statistics. The findings showed that challenges such as scheduling conflicts and students' varying levels of understanding were identified. Most students reported that ETP improved their speaking ability, increased their confidence, and provided useful feedback from the tutors. It is concluded that ETP is effective in supporting English competency among non-English speaking students, although improvements are needed in the coordination and dissemination of the program.

Keywords

English Tutorial Program, Program evaluation, Speaking skills, Student perception.

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INTRODUCTION

The academic success of university students in Indonesia, especially at universities like Universitas Muhammadiyah Surakarta (UMS), is intimately related to their language ability. English proficiency helps students to globalise and meet the needs of the employment market as well as academic success (Mauliska & D'Angelo, 2024). Mastery of English improves job chances, access to global resources, and professional mobility as it still works as a worldwide lingua franca (Alapati et al., 2023; Bhuvesh, 2023). To address this issue, UMS has implemented structured language support programs, such as the English Tutorial Program (ETP), which was developed by *Lembaga Bahasa dan Ilmu Pengetahuan Umum* (LBIPU). Unlike conventional classroom teaching, ETP emphasizes participatory, student-centered learning especially in writing and speaking. In a more comfortable setting, activities like group talks, essay writing, and conversation simulations help to improve communication fluency. In academic environments like debates and presentations, these useful skills especially speaking are absolutely necessary and are also basic for meaningful interaction with peers and teachers (Nur & Sofi, 2019; Rao, 2019). Similarly, writing abilities help students to clearly communicate ideas and meet academic criteria (Bora, 2023).

Although it concerns the ability of students to express themselves in English, research shows that their progress in both speaking and writing plays a key role in shaping that skill. Not only are these two abilities important for students to achieve academic achievement, but they are also important for students to develop in order to be able to communicate successfully in both professional and social settings (Apriliana et al., 2023). Students who are proficient in speaking and writing are able to effectively explain their ideas, participate in critical conversations, and complete projects with greater clarity and coherence when they are in an academic setting (Maba, 2023; Sacal & Potane, 2023). In addition, the development of these skills contributes to the general language ability of students, which in turn enables them to confidently navigate situations involving both formal and casual communication. Given the significance of these abilities, it is of the highest priority to make available programs that are expressly designed to improve them, such as the English Tutorial Program (ETP), which is an example of such a program.

In addition to enhancing students' linguistic competency, programs such as ETP accomplish significantly more. A great deal is placed on the development of students' self-confidence as they work toward their goal of supporting a comprehensive growth of their language skill (Oktaria, 2023; Wiriawan, 2023). Constant practice, interactive learning, and helpful feedback are absolutely necessary when an individual is to advance their language abilities. Students can gradually grow more comfortable with using English in a variety of real-life circumstances by engaging in frequent speaking practice. This helps students eliminate language anxiety and boosts their confidence in their ability to communicate in English (Hira Khadim, 2023). Furthermore, ETP tutors, who are students that are in their third semester and have been educated in various teaching approaches, play a significant role in this development. Not only are these tutors responsible for guiding students through language activities, but they are also responsible

for delivering personalized input that tackles the specific issues that each student has specifically. Tutors are able to adjust their instruction to the specific requirements and learning styles of each individual student through the use of this personalized method. This ensures that students receive the required support to improve their talents in speaking and writing. According to Zakarian Ilminza et al. (2021), the quality of instruction that is offered by tutors is among the most important factors in determining the success of the program. This is because the professionalism of teachers, which includes their competence and their capacity to effectively engage students, has a substantial impact on the outcomes for students.

To ensure the ETP meets its goals and continues to improve, regular evaluations are crucial. Evaluations help assess program performance and identify areas for improvement, providing insights into strengths and challenges through methods like interviews and surveys (Sucharitha, 2024; Supardi et al., 2024). This process ensures alignment between the program's objectives and actual outcomes, while identifying issues such as student engagement, tutor performance, and attendance that may hinder progress. By periodically comparing intended goals with real-world results, administrators can make evidence-based decisions to enhance the program's quality and impact (Magdalena et al., 2023). As Shinde (2022) notes, regular evaluation not only ensures accountability but also drives continuous improvement to meet the evolving needs of students and the institution.

While there are other similar language support programs, limited research has explored the operational challenges faced by ETP tutors or the perceptions of non-English major students regarding ETP's role in enhancing speaking abilities. This study aims to fill that gap by evaluating the lived experiences of UMS students and teachers. Specifically, it appears at (1) the difficulties faced by ETP teachers in teaching speaking skills and (2) student views on how well the program improves oral competency. This paper also investigates how emotional and contextual elements affect language learning results by drawing on Second Language Acquisition theories including Krashen's Input Hypothesis (1983) and Vygotsky's Sociocultural Theory (1978).

LITERATURE REVIEW

A. Second Language Acquisition (SLA) Theories

Theories of second language acquisition (SLA) offer a basis for comprehending how language learners take up a new language. Krashen's Input Hypothesis (1983) asserts that language learners acquire a new language most effectively when they are exposed to input that is slightly above their current proficiency level but still comprehensible. This method is used in the English Tutorial Program (ETP) through exercises like group discussions and conversation simulations, which allow students to get feedback in an interesting and organic way. In order to promote better language absorption, Krashen also highlights the necessity of a low affective filter, which states that a learning environment should be anxiety-free. Long's engagement Hypothesis (1983), which emphasizes the significance of meaningful engagement and meaning negotiation during talks for successful language

acquisition, lends support to this idea. These interactive exercises are important learning tools in ETP. Furthermore, Vygotsky's (1978) Sociocultural Theory presents the idea of the Zone of Proximal Development (ZPD), which clarifies the gap between a student's present aptitude and what they can do with instruction. Students can improve their language skills more quickly in the ZPD through social interaction and group learning.

B. English Competencies and Their Role in Academic Success

Proficiency in the English language, especially in speaking and writing, is essential for promoting students' academic success. The goal of programs like ETP is to assist students in developing these critical skills, particularly those who are not majoring in English. According to research, better academic achievement is directly correlated with English competence (Hessel & Strand, 2023; Waluyo & Panmei, 2021; Yuksel et al., 2023). Grammatical competence (knowledge of language structure), sociolinguistic competence (appropriate use of language in social contexts), discourse competence (ability to produce coherent communication), and strategic competence (ability to overcome communication obstacles) are the four components of Canale and Swain's (1980) Communicative Competence Theory, which ETP uses to promote comprehensive communication skills. Canale and Swain's Theory of Communicative Competence also asserts that the teaching of communicative languages needs an environment of trust and confidence in which students can interact without fear or the threat of failures (Morales & Limpot, 2023). The goal of ETP exercises like role plays, group discussions, and tutor feedback one-on-one is to develop these elements in a balanced way.

C. Effectiveness Measurement in Educational Programs

The effectiveness of an educational program is determined by how well it achieves its objectives and the extent of its long-term impact. To assess the effectiveness of programs like ETP, it is crucial to evaluate both the implementation process and the learning outcome (Gutiérrez-Alemán et al., 2021; Kerwin & Thornton, 2021). Two widely recognized evaluation models are utilized in this study: the CIPP Model (Stufflebeam, 1960) and the Kirkpatrick Model. The CIPP Model evaluates programs based on four key aspects: context, input, process, and product, providing a comprehensive assessment of both resources and outcomes. Meanwhile, the Kirkpatrick Model assesses the program's impact at four levels: participant reactions, knowledge or skills gained, behavior change, and overall outcomes. Together, these models allow for a thorough evaluation of the administration, implementation, and effectiveness of the ETP program. Regular evaluations using these models are essential to ensure the program's continued quality and to guide future improvements.

While some studies have explored the English Tutorial Program (ETP), most research has focused on communication strategies or general program effectiveness. Gaps still exist in understanding the specific challenges tutors face when teaching speaking and how students perceive the program's effectiveness in developing their speaking skills. This study aims to fill this gap by focusing on the operational difficulties of ETP tutors and examining students' views on how well the program improves their speaking abilities. Puspitasari and Fauziati (2017) concentrated only on the communication methods utilized by students during speaking sessions, neglecting to examine the problems encountered by instructors in applying these strategies. Also, Ramadhani & Art-In (2021) evaluated the overall quality of the ETP program but did not explore the particular challenge

encountered by tutors in teaching speaking skills or the students' assessments of its efficacy. Similarly, research by Awaliyah (2021), while discussing non-formal English courses, is not directly applicable to formal university programs like ETP. This study fills these gaps by investigating the challenges ETP tutors face in teaching speaking skills and exploring students' perceptions of the program's effectiveness in improving their speaking competence.

RESEARCH METHOD

This study employs a Mixed Methods approach, specifically using a sequential exploratory design. The research begins with the qualitative phase, where in-depth interviews are conducted to explore the phenomenon and identify key themes or variables. Based on the findings from the qualitative data, the study proceeds to the quantitative phase to validate and test these findings on a larger scale (Creswell & Plano Clark, 2018). The study involved two main groups of participants: 16 ETP tutors, who were third-semester students trained in various teaching methods, and 17 students who participated in the English Tutorial Program (ETP) at Universitas Muhammadiyah Surakarta (UMS). The tutors were selected based on their involvement in the program, while the students were chosen to represent a diverse range of backgrounds and English proficiency levels. Purposive sampling was used to select participants who had relevant experience with the program. Data collection began with semi-structured interviews, which allowed for a deep exploration of the tutors' experiences and students' perceptions of the program, particularly in improving speaking skills.

These interviews were conducted individually, lasted about 30–45 minutes, and were audio-recorded and transcribed for analysis. Following the qualitative data analysis, a structured questionnaire was developed based on the themes identified in the interviews. The questionnaire was distributed to a larger group of students using Google Forms, and it aimed to measure students' perceptions of their progress in speaking skills, their satisfaction with the program, and their overall experiences. A total of 50 students participated in the survey, and the responses were automatically compiled into a Google Sheets spreadsheet for analysis. The data analysis was carried out in five stages: reading the data, labeling key findings, grouping related labels into categories, categorizing the data, and quantifying the data into percentages. Quantitative data from the questionnaire were analyzed using the Google Forms spreadsheet feature and visualized using histograms to illustrate the distribution of responses. The qualitative and quantitative data were integrated by using the qualitative findings to inform the development of the survey and comparing the survey results with the themes identified in the interviews. This integration of data types allowed for a comprehensive analysis of the effectiveness of the ETP. Ethical considerations were strictly followed throughout the study. Informed consent was obtained from all participants, and they were assured that their responses would remain confidential. The study was designed to maintain anonymity, with no personal identifiers being collected in the surveys or interviews. By combining qualitative insights with quantitative validation, this study provides a robust understanding of the ETP's impact on students' speaking skills and the challenges faced by tutors.

FINDINGS AND DISCUSSION

Findings

1. Challenges faced by ETP Tutor in teaching speaking

In the English Tutorial Program, tutors faced various obstacles that restricted learning and student participation. Due to academic or extracurricular obligations, tutors and students had trouble finding mutually convenient hours, which disrupted classes. Student attendance was irregular, with some missing classes without notice, hurting learning continuity. Tutors had to adapt their teaching approaches to meet pupils' different ability levels, as some struggled to keep up. Finally, some students were passive, making it hard for tutors to engage them in conversations and speaking activities. These problems hampered the program's success, underlining the need for more flexible scheduling, attendance control, and tailored teaching to assist students' learning.

a. Mismatch in schedules

Tutors and students often faced difficulty finding mutually available times for sessions due to overlapping academic schedules.

"Kendalanya itu pengaturan jadwal ketika ada jadwal pengganti hari Sabtu, tutor dan mahasiswa harus menyesuaikan jadwal yang seringkali tidak menemukan waktu yang tepat..."

The obstacle is the schedule arrangement when there is a Saturday replacement schedule, tutors and students must adjust the schedule which often does not find the right time... (Tutors 3)

"Kadang ada jadwal yang bentrok antara aku dan mahasiswa. Biasanya aku cari waktu yang pas dengan bikin polling di grup..."

Sometimes there are conflicting schedules between me and my students. I usually find the right time by making a poll in the group. (Tutors 9)

To address this, tutors used strategies such as scheduling polls and online materials.

b. Students' different levels of understanding

Tutors had to adjust their teaching methods to accommodate students' diverse abilities. As one tutor noted.

"Salah satu kendala yang sering aku hadapi itu perbedaan tingkat pemahaman di antara siswa, beberapa siswa perlu waktu lebih lama untuk menguasai materi tertentu. Untuk mengatasi hal ini, saya mencoba menerapkan pendekatan yang lebih individual dengan memberikan waktu tambahan untuk diskusi pribadi."

One of the obstacles I often face is the difference in the level of understanding among students, some students need more time to master certain material. To

overcome this, I try to apply a more individualised approach by giving extra time for personal discussion. (Tutors 12)

Some other tutors also pointed out that they had to repeat explanations or explain the material in a simpler and more relevant way to help participants who were having difficulties.

"Dengan menjelaskan kembali materinya secara sederhana, mudah dipahami, dan memberikan contoh-contoh dari kehidupan sehari-hari..."

By re-explaining the material in a simple, easy-to-understand manner, and giving examples from everyday life... (Tutors 6)

This difference in understanding encourages tutors to use flexible approaches, such as personalised discussions, providing relevant examples, and activities that cater to students' skill levels.

c. Low participant attendance

Inconsistent attendance was a significant challenge. Some students were frequently absent without notifying tutors in advance, disrupting the learning process. Tutors mentioned how difficult it was to track these students and engage them further.

"Terkadang terdapat mahasiswa yang tidak bisa hadir dan sulit dihubungi. Jika ada mahasiswa yang seperti itu biasanya saya akan mencaritahu alasannya dan mengajaknya berbicara, kalo tetap tidak bisa saya akan memberikan peringatan dan sanksi yang tegas."

Sometimes there are students who cannot attend and are difficult to contact. If there are students like that, usually I will find out the reason and talk to them, if they still can't, I will give a warning and strict sanctions. (Tutors 8)

This poses a challenge in building participant commitment and responsibility, as well as the need for more active communication strategies and possibly stricter policies in managing student attendance.

d. Low participants engagement

Many students were passive during sessions, failing to ask questions or participate in discussions. Tutors often had to use creative strategies to engage students and encourage them to speak more.

"Kadang susah bikin suasana kelas hidup, terutama kalau mahasiswa pasif. Biasanya aku mulai sesi dengan game atau ngobrol santai dulu biar suasananya cair."

Sometimes it's hard to make the class atmosphere lively, especially if the students are passive. I usually start the session with a game or casual chat first to get the atmosphere going. (Tutors 13)

This shows the importance of tutor creativity and empathy in creating a fun learning environment that encourages students to be more actively involved.

2. The effectiveness of ETP in helping them develop their speaking skills

Despite these challenges, the English Tutorial Program (ETP) showed positive results in improving students' speaking skills, particularly their confidence, pronunciation, and overall fluency in English.

a. The quality of ETP tutors

The quality of tutors in the implementation of ETP received mixed responses from participants. In general, most participants are satisfied with the tutors' performance, although there are some criticisms that indicate the need for improvement.

Theme 1: Participants rated the quality of tutors as very excellent

Most participants gave a positive assessment of the quality of ETP tutors. They felt that the tutors were able to direct, motivate and make the learning atmosphere more comfortable.

"Menurutku tutornya udah bagus, waktu praktek kita diarahkan sampai benar-bener lancar."

I think the tutors are good, when we practice we are directed until we are really smooth. (Students 4)

"Tutornya enak dalam mengajar, jadi lebih enjoy, terus materi yang didapatkan lebih optimal,"

The tutor is good at teaching, so it's more enjoyable, and the material obtained is more optimal. (Students 17)

"Tutornya bagus kak, bahkan kita bisa tanya beberapa materi yang ketinggalan di luar jam ETP."

The open-ended statements from the questionnaire respondents were similar. Which reinforces that tutors play an important role in creating a positive learning experience.

"Suka sama tutornya, pembawaannya santai dan mudah dipahami"

Like the tutor, he is relaxed and easy to understand (Respondent 58)

"Tutornya mood booster, meskipun aku susah memahami bahasa Inggris,"

The tutor was a mood booster, even though I couldn't understand English. (Respondent 9)

Theme 2: Participants rated the quality of tutors as not good enough

Despite this, not all participants had positive experiences with ETP tutors. Some participants reported that there were tutors who were less professional and less able to manage learning well. Some participants stated in interviews that:

"Tutornya harus lebih matang lagi, bahkan di kelompok lain ada yang cuma sekedar absen,"

The tutor should be more mature, even in other groups there are those who are just absent. (Students 9)

"Kurangnya di tutornya aja, kaya kurang pengarahan gitu loh kak."

It's just lacking in the tutor, like the lack of direction. (Students 2)

"Tutornya ga niat ngajar sama ga ramah, jadi kurang leluasa mau menanyakan sesuatu yang kurang paham."

The tutor was not willing to teach and was not friendly, so I was not free to ask something that I did not understand. (Students 1)

In addition, similar comments were found in the questionnaire.

"Materi ETP sudah cukup menunjang untuk belajar bahasa Inggris, tapi kadang tutor ETP tidak bisa menyampaikan materi dengan baik."

The ETP material is enough to support learning English, but sometimes the ETP tutor cannot deliver the material well. (Respondent 34)

"Sebenarnya fine-fine aja programnya, cuma kurang suka sama pembawaan tutor yang terkesan menyepelekan, prakteknya terkesan formalitas. Mungkin kedepannya lebih dipertimbangkan lagi dalam pemilihan tutor."

Actually, the program is fine, I just don't like the way the tutors seem to be underestimating, the practice seems formal. Maybe in the future more consideration should be given to the selection of tutors. (Respondent 77)

The main problems expressed include a lack of tutor discipline, less varied teaching methods, and a less supportive attitude towards participants. This shows that although there are standards in the selection of ETP tutors, there is still a need for continuous training and periodic evaluation to maintain the consistency of tutor quality across groups.

In total, the quantitative results show that 18.3% of respondents (15 people) strongly agree, and 41.5% (34 people) agree that the quality of tutors in ETP is good. Thus, 59.8% of respondents positively appreciated the tutors. The quality of ETP tutors received a predominantly positive response, but there is still room for improvement especially in the aspects of professionalism and material delivery. Continuous evaluation and additional training need to be conducted so that all tutors can meet the quality standards expected by participants.

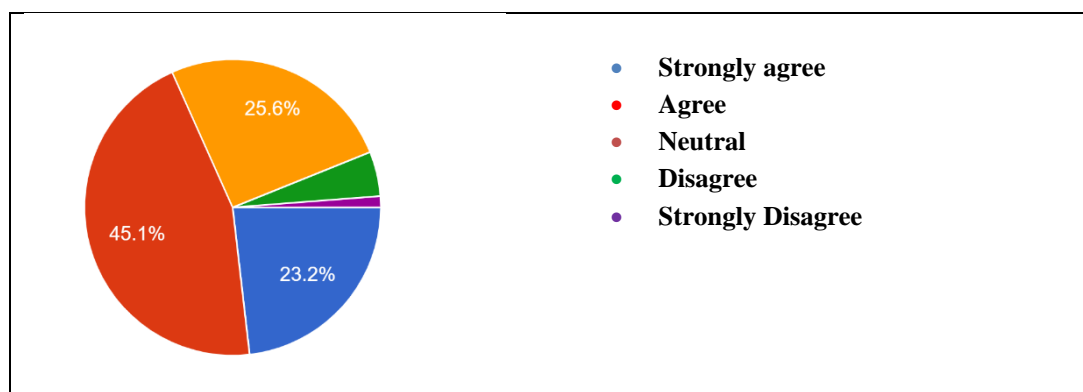


Figure 1. Participant view on the quality of tutor

b. The material provided is relevant to the needs of the participants

Based on the findings from the interviews and questionnaires, it can be concluded that the materials in the English Tutorial Program (ETP) are considered appropriate and relevant to the needs of the participants. The suitability of this material is an important aspect in supporting the effectiveness of learning, especially in developing the English language skills of students from non-language majors. The results of the interviews showed that most participants felt that the material provided had been adjusted to the level of students' abilities and was more relevant to their daily lives.

"Materi yang diberikan menurut saya sudah cukup efektif, banyak topik yang relate dengan kehidupan sehari-hari. Jadi untuk mempelajarinya tidak terlalu berat.

The material provided in my opinion is quite effective, many topics are related to everyday life. So to learn it is not too heavy. (Students 8)

"Materinya menurutku sudah sesuai dengan kemampuan mahasiswa yang ada.."

The material, in my opinion, is in accordance with the capabilities of existing students... (Students 7)

Several open-ended comments from the questionnaire corroborated these findings, stating that the materials were relevant to the needs, easy to follow, and effective in helping participants apply English language abilities.

"Materi ETP sudah cukup menunjang untuk belajar bahasa Inggris."

The ETP materials are enough to support learning English. (Respondent 22)

"Materinya ga terlalu susah dipahami, lumayan masuk buat aku. Apalagi dibarengi praktek langsung, jadi bikin makin meningkat kemampuan bahasa Inggris."

The material is not too difficult to understand, it's enough for me. Moreover, it is accompanied by direct practice, so it makes my English skills improve. (Respondent 78)

These statements show that the materials in ETP are not only theoretical, but also practical and relevant to daily life, making it easier for participants to understand and use English in real situations.

From the questionnaire results, 12.2% of respondents (10 people) strongly agreed, and 52.4% (43 people) agreed that the material provided in the ETP was relevant and supported their needs. Thus, 64.6% of respondents gave a positive assessment of the relevance of the material taught. A total of 28% (23 people) stated that they were neutral, and only a small number of respondents disagreed (4.9%) or strongly disagreed (2.4%).

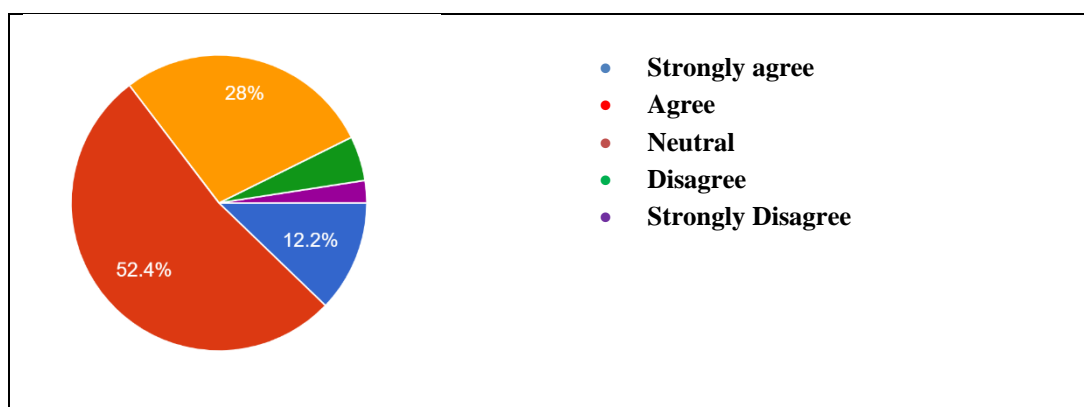


Figure 2. The participants view on the ETP materials relevant to participants needs

c. ETP improves speaking skills

ETP contributed significantly to improving students' speaking skills. This improvement can be seen from several main aspects, namely increased confidence, better pronunciation, support for related courses, and increased vocabulary.

Theme 1: Improve participants' confidence and speaking skills

Most participants reported that the ETP program helped them become more confident in speaking English.

"Selama mengikuti program ETP saya merasa kemampuan berbahasa Inggris saya meningkat secara signifikan, saya menjadi lebih percaya diri ketika bersosialisasi menggunakan bahasa Inggris."

During the ETP program I felt that my English skills improved significantly, I became more confident when socializing using English.

(Students 16)

"Dampak yang saya rasakan adalah jadi lebih percaya diri untuk berbicara bahasa Inggris."

The impact I feel is that I have more confidence to speak English. (Students 8)

"Sangat bermanfaat, mendukung aku meningkatkan kemampuan berbicara dan lebih percaya diri menggunakan bahasa Inggris."

Very useful, supporting me to improve my speaking skills and be more confident in using English. (Students 3)

Closed questionnaire data also showed that ETP can help improve participants' speaking ability and self-confidence.

"Kegiatan ETP membantu saya meningkatkan skill speaking saya sekaligus meningkatkan rasa percaya diri untuk berbicara di depan banyak orang berkat kegiatan latihan yang rutin tiap minggunya."

ETP activities helped me improve my speaking skills as well as increase my confidence to speak in front of people thanks to the weekly practice activities. (Respondent 75)

"Program ini merupakan wadah yang efektif untuk membangun kepercayaan diri mahasiswa dalam menggunakan bahasa Inggris secara aktif."

This program is an effective platform to build students' confidence in using English actively. (Respondent 31)

This increase in confidence shows that the ETP method, which emphasizes regular and interactive speaking practice, successfully reduces English language anxiety and builds participants' courage to communicate in various contexts.

Theme 2: Improve pronunciation fluency

In addition to self-confidence, participants also felt an improvement in the aspect of pronunciation

"Mengasah skill saya dalam belajar Bahasa Inggris sih, yang tadinya kurang menguasai sekarang menjadi lebih lancar dalam pengucapannya."

Sharpening my skills in learning English, which was previously lacking in mastery now becomes more fluent in pronunciation. (Students 12)

"Yang tadinya masih susah ngomong bahasa Inggris sekarang jadi lebih lancar."

What used to be difficult to speak English has now become more fluent. (Students 11)

"Lebih berpengaruh ke cara ngomong Bahasa Inggris yang benar itu gimana, soalnya sering salah di pengucapannya."

It's more influential on how to speak English correctly, because I often make mistakes in pronunciation. (Students 6)

"Kemampuan yang saya dapatkan setelah ikut ETP, mungkin sedikit meningkat dalam speaking skill terutama pada cara pengucapan saya menjadi lebih baik."

The skills that I got after joining ETP, maybe a little improvement in speaking skills, especially in the way my pronunciation became better. (Students 15)

This improvement in pronunciation indicates that the hands-on learning method in ETP encourages participants to correct errors in pronunciation through tutor feedback and repeated practice.

Theme 3: Assisting EAP and SETP Courses

ETP also plays a role in supporting student success in English for Academic Purposes (EAP) and Standardized English Test Preparation (SETP) courses.

"Lumayan penting karena sebagai penunjang matkul EAP dan SETP."

Quite important because it supports EAP and SETP subjects. (Students 4)

"Nilai yang di ETP dikonversikan ke matakuliah EAP sama SETP."

The grades in ETP are converted to EAP courses and SETP. (Students 6)

In the results of the closed questionnaire, participants also expressed similar concerns

"Penyelenggaraan ETP sangat membantu saya meningkatkan kemampuan bahasa Inggris saya, dan juga membantu saya dalam menyelesaikan tugas-tugas yang diberikan oleh dosen karena sering sekali tugas yang diberikan berkaitan dengan tugas ETP."

The implementation of ETP really helps me improve my English skills, and also helps me in completing the tasks given by the lecturer because often the tasks given are related to ETP tasks. (Respondent 1)

It shows that ETP has a direct link to the broader academic curriculum, strengthening the understanding of academic English materials while improving students' academic performance.

Theme 3: Increase vocabulary

Besides speaking and pronunciation, ETP also helps participants enrich their English vocabulary.

"Menambah banyak kosakata baru yang baru saya pahami."

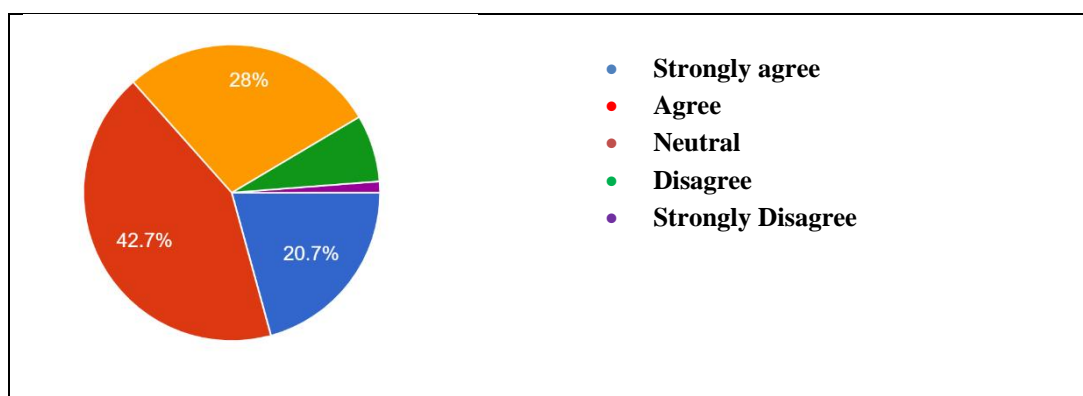
Added a lot of new vocabulary that I've only recently understood. (Students 4)

"Sangat signifikan terhadap bahasa Inggris aku, terutama kosa kata baru yang didapatin lumayan banyak."

It's very significant to my English, especially the new vocabulary I've picked up quite a lot. (Students 7)

This increase in vocabulary is crucial in developing more complex and fluent speaking skills, as well as enriching word choice when interacting in various situations.

Quantitative data support from questionnaires showed similar results. Based on the questionnaire results, 20.7% of respondents (17 people) strongly agreed and 42.7% of respondents (35 people) agreed that ETP helped improve their speaking skills. A total of 28% (23 people) chose neutral, while 7.3% (6 people) disagreed, and only 1.2% (1 person) strongly disagreed. Thus, it can be concluded that 63.4% of the respondents gave



a positive assessment of the impact of ETP on improving their speaking skills.

Figure 3. Participant view on the impacted of their speaking skills

Discussion

The findings of this study provide both qualitative and quantitative evidence that the English Tutorial Program (ETP) at Universitas Muhammadiyah Surakarta significantly enhances the speaking skills of non-English major students. These results are consistent with prior research emphasizing the importance of structured language programs in improving students' English proficiency (Pravitasari & Rimawati, 2020; Zakarian Ilminza et al., 2021). The positive influence of interactive learning and peer-led instruction aligns with Krashen's Input Hypothesis (1983), which stresses the importance of comprehensible input in a low-anxiety environment. However, this study adds new insights by identifying operational challenges, such as scheduling conflicts and inconsistent tutor quality, which are often overlooked in prior literature. The finding that tutor quality varied greatly in this study contrasts with previous studies that generally reported uniformly positive outcomes (e.g., Ramadhani & Art-In, 2021). One student mentioned, "The tutor was not willing to teach and was not friendly" (Student 1), highlighting the need for more consistent tutor training and periodic evaluation.

Moreover, this study's findings echo Vygotsky's Sociocultural Theory (1978), which posits that social interaction within the Zone of Proximal Development (ZPD) is essential for language acquisition. The collaborative nature of the ETP, where tutors guide students through structured speaking activities, fosters the social interaction needed to boost speaking proficiency. Quantitative data reinforced these findings, with 63.4% of

participants reporting significant improvements in their speaking skills (Figure 3). These results support the hypothesis that the ETP program is effective in improving speaking skills, particularly in the areas of confidence and pronunciation.

While the study aligns with previous research on the effectiveness of language support programs, it also reveals the practical challenges that can hinder their success. Issues such as low attendance, student engagement, and tutor professionalism should be addressed to maximize the program's effectiveness. This study's findings suggest that ETP, though effective, could benefit from improved tutor training, better scheduling strategies, and enhanced student engagement techniques. Future research could explore more objective measures of speaking proficiency, such as pre- and post-tests, and consider longitudinal studies to track the long-term impact of the program.

CONCLUSION

This study concludes that the English Tutorial Program (ETP) at Universitas Muhammadiyah Surakarta is effective in supporting the development of English-speaking skills among non-English department students. Grounded in a mixed-methods approach, the research has successfully captured the lived experiences of both tutors and students, confirming that ETP contributes positively to students' confidence, pronunciation, vocabulary development, and overall speaking fluency. These outcomes are in alignment with the theoretical frameworks of Krashen's Input Hypothesis and Vygotsky's Sociocultural Theory, which emphasize the value of interaction, comprehensible input, and learning within a supportive social context. Despite the program's generally positive impact, several challenges were identified, particularly in the areas of tutor consistency, student attendance, and engagement. These challenges differentiate this study from previous research, as it highlights not only the success but also the operational obstacles of peer-led language tutorials in higher education. The dual focus on tutor challenges and student perceptions presents a novel contribution to the field, offering a more comprehensive view of language support programs in university settings.

However, this study has limitations that should be acknowledged. The sample size for both the tutor and student interviews was relatively small (16 tutors and 17 students), which may limit the generalizability of the findings to a broader population. Additionally, the subjective nature of the qualitative data and the lack of standardized language assessments to measure speaking proficiency pose limitations in drawing definitive conclusions about the program's overall impact. Future research could address these limitations by using larger sample sizes, incorporating objective assessments (e.g., pre- and post-tests for speaking proficiency), and exploring longitudinal studies to examine whether improvements in speaking skills are sustained over time. Additionally, it would be beneficial to compare the ETP program with other similar interventions in different institutions to evaluate its broader applicability and effectiveness in diverse contexts.

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