STUDENTS' PERCEPTION TOWARD ENGLISH TUTORIAL PROGRAM ACTIVITIES AND FACILITIES AND ITS INFLUENCE ON THEIR ENGLISH COMPETENCE

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ABSTRACT

Muhammadiyah University of Surakarta has established its graduate's quality target as much as ≥ 450 for their English competence measured by standardized TOEIC test. To meet the target, LPIDB as the language center of UMS has provided the students with a kind of speaking activity called English Tutorial Program (ETP). The tutors are active students of at least semester 3 who have got several trainings on conducting the material. This study was aimed at measuring the influence of the students' perception toward ETP activities and fasilities toward their English ability. The data were collected by giving questionnaires to 200 respondents chosen by using simple random sampling. The data then were analyzed by using multiple linear regression. The result of the study shows that the students' perception of ETP facilities and activities gave significant influence on their English ability. It was shown by t-value of 4.293 for the perception on facilities and 4.977 for the perception of activities.
Keywords: perception, English Tutorial Program, English competence

ABSTRAK

Universitas Muhammadiyah Surakarta mempunyai sasaran mutu untuk lulusan UMS memiliki kompetensi Bahasa Inggris ≥ 450 yang diukur dengan menggunakan standardized TOEIC. Untuk membantu kemampuan berkomunikasi lisan dengan bahasa Inggris, LPIDP UMS mengadakan kegiatan ETP untuk mahasiswa semester 1 dan 2. Tutor ETP dipilih dari mahasiswa senior yang sudah mendapatkan pelatihan. Sejauh mana persepsi mahasiswa terhadap kegiatan ETP sehingga membantu kemampuan mahasiswa dalam berkomunikasi lisan dengan bahasa Inggris, diukur menggunakan angket kuesioner dari sampel acak sederhana *simple random sampling* yang dianalisa menggunakan regresi linier berganda. Berdasarkan data angket dengan responden mahasiswa, menunjukkan bahwa variabel persepsi fasilitas dan variabel kegiatan ETP memberi pengaruh positif terhadap peningkatan kemampuan berbahasa Inggris mahasiswa dengan nilai t-hitung sebesar 4.293 untuk persepsi fasilitas dan 4.977 untuk persepsi kegiatan ETP
Kata kunci: persepsi, English Tutorial Program, Kemampuan Berbahasa Inggris.

INTRODUCTION

As the languge center of Muhammadiyah University of Surakarta (UMS), *Lembaga Pengembangan Ilmu-ilmu Dasar dan Bahasa* (LPIDB), established in 1993, aims its mission at empowering the academic community to master the foreign language so that people can communicate with others fluently either orally or written, handling foreign language training for general public and institutions and doing language studies and making their results as language study references. (http://lpidb.ums.ac.id/profil-lc/sejarah-lc/). To meet the first mission, LPIDB has made several programs. One of them is by enacting 4 credits of English subject that must be taken by all students during the first two semesters (semester 1 and 2) of their study. The main focus of these 4 credits is equipping the students with the skill of solving the TOEIC problems. By this, it is hoped that this program will be able to fulfill one of the university's quality targets that is having all its graduates owning English competence of ≥ 450 measured by standardized TOEIC (Test of English for International Communication) test score.

The other program to support the first mission of LPIDB is by providing the students with an activity in which they can have more opportunities to practice speaking in English. This program is called "English Tutorial Program". It is an obligatory program with 12 metings guided by a tutor who is selected from the senior students with several tight recruitment tests. The recruitment process is carried out by opening vacancy on www.lpidb.ums.ac.id. After completing the requirement and passing all of the tests, the tutors have to join the tutor training program for a week from morning up to evening. During the training program, the tutors are learning how to conduct the speaking class from the beginning to the end of their future real class based on the material listed in the handout. The participants are free to make their own interactive teaching method. After that, they have to do a kind of peer teaching so that they will get some critics and suggestions from the other tutors for the improvement of the class handling.

Since ETP is an obligatory program, it contributes 30% to the final score of English 1 and 2. The program is carried out every Saturday from 08:00 - 10:00 am. It is an outdoor activity as well. Each group consists of 10 members and 1 tutor. By this limited number of the participants in every group, it is hoped that ETP is able to push the students' spirit to learn English well especially on speaking skill. In addition the limited number is also hoped to be able to motivate them to participate in the program regularly. From here, ETP is hoped to be successfully increasing the students' English speaking ability.

Perception

The word 'perception' as proposed by Schacter (2011) in Siti Aisyiyah (2015 : 34) was derived from the Latin word *perceptio* or *percipio* which means an action of composing, recognizing and interpreting sensory information in order to give description and understanding about environment. According to Sulastri in her thesis (2012 : 31), perception is a process of giving meaning, interpretation from a stimuly and sensation perceived by individual adjusted to every individual's characteristics.

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Perception is also the process of an interconection of the brain process in comprehending data and informs of stimuly which later caught by human five senses to be concluded and interpreted through messages an information. (Silmi, 2019:233)

Suharman (2005:23) in Emiliasari and Kosmajadi (2019:37) mentioned that perception was a process of interpreting information gained thorugh human's five senses systems. There are two basic factors influencing someone's perspective toward an object as generated by Prasetijo (2005:69) in Sulastri (2012). They are internal and external factors. Internal factors deal with experience, needs, judgment, and expectation while the other one deals with outer look, stimuli, and environment. Meanwhile, Mularsih and Maudy (2020:38) stated that perception also belonged to communication process in which sensory information was gathered, interpreted and experienced conscisely. If the perception was not accurate, the communication would probably not run smoothly.

Related to the teaching and learning process, the notion of perception was becoming the key of its success (Oktariyani and Juwita, 2019). When the students had got good perception toward what they would get during their study, they would have a great motivation to join and actively interact in the teaching and learning process. In conclusion, it can be said that the better the perception a student had, the faster the teaching and learning goal would be achieved.

English Tutorial Program

English Tutorial Program is an English training designed for all students of Muhammadiyah University of Surakarta of the 2015/2016 academic year and above. It is aimed at giving them more opportunities to practice English speaking so that they are able to conduct English communication fluently. It is to support one of the quality targets of Muhammadiyah University of Surakarta which want to strengthen UMS reputation either nationally or internationally. http://www.ums.ac.id/visi-misi-dan-tujuan)

ETP is also specially carried out to fulfill the main mission of LPIDB, UMS language center, to empower its academic community in foreign language use so that they can conduct English communication fluently either in oral or written ways.

English Speaking Ability

There are four language skills: reading, writing, listening and speaking. Reading and writing are called as receptive language skills while listening and speaking are called productive one. The four language skills cannot be separated, therefore the language teaching and learning must be carried out integratedly.

In 2004 curriculum, it is mentioned that competencies are knowledge, skills, attitude and values manifested in daily way of thinking and behaving (Depdiknas, 200:4). Competencies can be recognized through a number of learning results and indicators that can be measured and observed. Meanwhile, skills can be gained through learning experience related to the learning and study materials contextually. E. Mulyasa said that competence was a combination of knowledge, skills, value and behavior reflected in daily way of thinking and behaving (2002 : 37).

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The definition of oral language as cited from Ensiklopedia Bebas (23 July 2009) is a form of unique communication found in human using words derived from vocabularies. In Kamus Besar Bahasa Indonesia, speaking orally is the same as daily conversation.

The study on perception is actually not a new topic. There have been many studies conducted previously. One of the studies on the students' perception concerning language learning was the one conducted by Muh. Rajib Silmi (2019) in which he found that the students' perception toward Duolingo as a media of English learning was strong and significant. He found out that there were around 86.1% of the respondents used Duolingo to increase their English skills either on their vocabulary, listening, or speaking skills. Another study on perception was carried out by Raynessa Nur Emiliasari and E. Kosmajadi (2019) on the Students' Perception toward English Teaching and Learning Process. They found that the success of English learning process was influenced internal and external factors. The internal factor was in the form of the students' perception toward the English learning process which was not optimal since they thought that it was heavy and did not have adequate supportive environment and facilities.

Since the supportive environment was crucial to the success of a language learning, therefore the writers were eager to find out the students perception toward ETP program in which it was one of the programs in LPIDB UMS to provide the students with an environment supporting their English learning process as long as the facilities provided. The aim of the study was to find out whether their perception toward ETP and its facilities influences their English speaking ability or not.
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METHODOLOGY

Population and Sample
Population

Population is a group of people, events or anything that have certain characteristics. Population is defined as a whole observation or object becoming our interest (Sunyoto : 2012). the population to be studied here was the students of the 2016/2017 academic year with the toal number of around 6.000 students.
Sample

The sample is a part of the population that becomes our interest. The technique used in taking the samples was simple random sampling. The sample criteria were the UMS students of the 2016/2017 academic year. From the population of around 6.000, the writers took 200 students as the samples. The samples taking was conducted by simply making some rolled paper with all major's names in the university written on it. After that, the writers took 4 rolled papers randomly. The four taken rolled papers were the majors of Physiotherapy, Medical Health, Mathematics Education, and Management. Finally the writers took 200 respondents from the four majors randomly.

Research Variables

The variables in this research were :

a. Independent Variables
  1. Students' perception toward ETP(X_1)
  2. Students' perception toward ETP's facilities (X_2)

b. Dependent Variables
  The dependent variable in this research was the students' English speaking ability. (Y)

Hyphothesis

The hyphothesis of the study was that :
  1. There was a positive influence of the students' perception toward ETP activities (X_1) to their English speaking ability (Y).
  2. There was a positive influence of the students' perception toward ETP facilities (X_2) to their English speaking ability (Y).
  3. There was a positive influence of the students' perception toward ETP activities (X_1) and facilities (X_2) to their English speaking skill (Y).

Method of Collecting Data

The method of collecting data used in this research was questionnaires. It was carried out by distributing questionnaires to the samples of the research. The measuring scale used was the Likert Scale as seen in Table 1 :

Table 1: **Likert Scale**

NO	Answer	Code	Value
1	Strongly Disagree	SD	1
2	Disagree	D	2
3	Fair	F	3
4	Agree	A	4
5	Strongly Agree	SA	5

Technique of Data Analysis

The methods of analyzing data used in this research were multiple linear regression, t Test, F test, determination coefficiency and classic assumption: multicolonierity, heteroscedasticity and normality.

Classic Assumption Test

There were four test types in Classic Assumption Test. The first one was the Normality Test. The normality test was aimed at measuring whether the dependent and independent variables in the regression model had normal distribution or not. A regression

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model said to be good if it had normal data distribution of at least close to normal one. To detect the normality, we could use the Histogram Graph analysis and Plot Prabability Norm. If the data spread around and follow the diagonal line or the histogram graph showed a normal distribution model, the regression model met the normality assumption.

The second one was the Multicollinearity Test. It was aimed at finding out the relationship between variables in the regression model. The method used to diagnose the existence of multicollinearity was the Variance Inflation Factor (VIF). If VIF $\leq$ 10, the multicollinearity did not take place. The third test was the heteroscedasticity Test. It was aimed at testing whether there was no variance similarity of the residual from one observation to the others. To detect the heteroscedasticity, the writers analyzed the scatterplot graph. If the spread of the residual was random, it was said that the residual variance was homogenous. THe fourth test was the autocorrelation test. It was aimed at testing whether there was a correlation between one disturber and the others. To detect it, the writer used the Durbin-Watson Test (DW).

Multi Linear Regression Analysis

The anaysis method used in this study was mutli linear regression with equation as follows :

$$y = \beta_0 + \beta_1 x_1 + \beta_2 x_2 + e \qquad (1)$$

Note   :
β_0 = contant coefficience
$\beta_1, \beta_2,$ = regression coefficience
x_1 = perception toward ETP's activities
x_2 = perception toward ETP's facilities
y = English speaking ability
e = error

Hypothesis Testing
  Hypthesis testing in this study was carried out toward statistic hipothesis using t tst and f test.
1. T test
  T test was used to find out the influence of each variable independent to the dependent variable.
A. H_0 : There is no positive influence of the students' perception toward ETP activities to their English speaking ability.
  H_1 : There is no positive influence of the students' perception toward ETP activities to their English speaking ability.
B. H_0 : There is no positive influence of the students' perception toward ETP facilities to their English speaking ability.
  H_1 : There is positive influence of the students' perception toward ETP facilities to their English speaking ability.

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2. F Test

F test was used in this study to find out the influence of independent variable to the dependent variable simultaniously

H_0 : There is no positive influence of the students' perception toward ETP activities and facilities to their English speaking skill.

H_1 : There is a positive influence of the students' perception toward ETP activities and facilities to their English speaking skill.

FINDING(S) AND DISCUSSION
DATA OF RESPONDENTS

Based on the data result from the questionaire distributed to the 200 respondents, here are the findings of all the testings conducted in the study. The data resulted from the questionnaires calculation was recorded at the following Table 2.

Table 2. Descriptive

		Statistics		
		X1	X2	Y
N	Valid	200	200	200
	Missin g	0	0	0
Mean		37.675	36.92	17.9
Median		38	37	18
Mode		38	37	20
Std. Deviation		4.3846 9	5.2737 7	2.9416 4
Minimum		17	16	10
Maximum		50	50	25

The mean of the students' perception toward ETP's activity (37.6750) was higher than those gained by the perception of ETP's facility (36.9200). The median value was between 18 and 38. Therefore, it can be concluded that most of the respondents agreed that they had the same perception.

Classic Assumption Testing

Normality analysis was used to test the dependent and independent variable data on the regression equation either of normally or abnormally distributed variables. A regression equation is said to be good if it has independent and dependent variable data which are normally distributed. The result of the independent variable of the students' perception toward ETP's activity and facility and the dependent variable of the students' English competence was as follows :
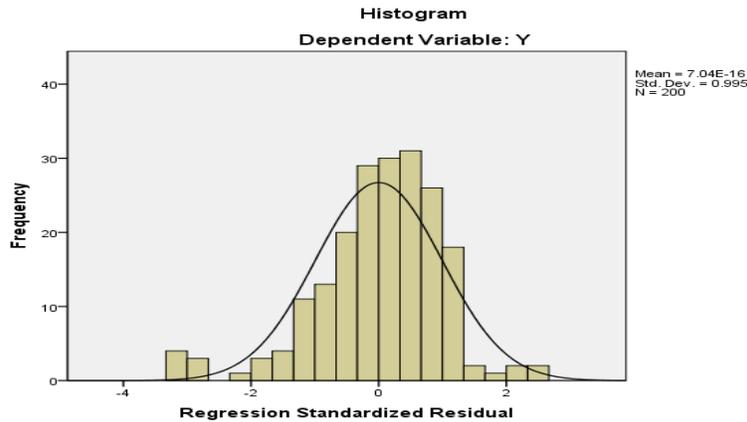
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Histogram
Dependent Variable: Y

Figure 1. Normality Histogram

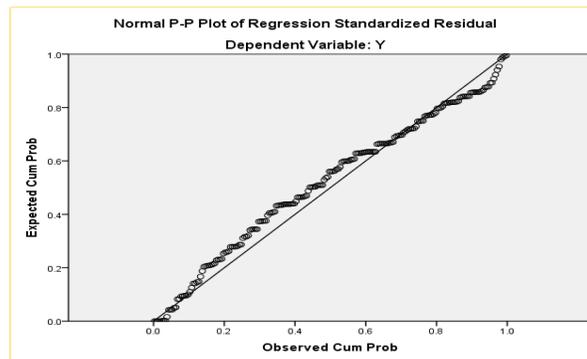Normal P-P Plot of Regression Standardized Residual
Dependent Variable: Y

Figure 2. P-P Plot

Based on the Normality Histogram (Figure 1) above, the data does not deviate the normal curve line. It means that the data of the study was normally distributed. Based on the normal probabilty plot, it was also normally distributed. It can be seen from the spread of the dots which follows the diagonal line. It can also be concluded that the sample data was normally distributed.

Multicollinearity Test

Multicollinearity test was done to test whether there was a correlation between the independet variables in the regression model. The result of the multicollinearity test by using tolerance and value of Value Inflation Factor (VIF) can be seen on Table 3 as follows:

Table3. The Result of*Value Inflation Factor* (VIF) Test

Coefficientsa

Model		Collinearity Statistics	
		Tolerance	VIF
1	X1	.702	1.425
	X2	.702	1.425

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There was no multicollinearity from the calculation of VIF value = 1.425 since we can see that the VIF calculation value is less than 10 and the Tolerance was less than one.

Based on the Table3 above, the VIF calculated value of the perception toward facility (X_1) was 1.425 and the perception toward activity (X_2) was also 1.425 which all VIF calculated value is smaller than 10. The tolerance value of the perception toward the facility (X_1) was 0.702 while the tolerance value of the perception toward activity (X_2) was also 0.702. Both were bigger than 10% so that it can be concluded that there was no multicollinearity among the independent variables.

Heteroscedasticity Test

Heteroscedasticity test was used to detect whether there was similarity on the residual variants between one observation and the others. The result of the heteroscedasticity test as illustrated in the following Table 4:

Table 4. The Result of heteroscedasticity Test

Correlations

		X1	X2	Standardized Residual
X1	Pearson Correlation	1	.546	.000
	Sig. (1-tailed)		.000	.500
	N	200	200	200
X2	Pearson Correlation	.546	1	.000
	Sig. (1-tailed)	.000		.500
	N	200	200	200
Standardized Residual	Pearson Correlation	.000	.000	1
	Sig. (1-tailed)	.500	.500	
	N	200	200	200

**. Correlation is significant at the 0.01 level (1-tailed).

Based on Table 4, the correlation between the independent variable and the value of t .5000. the calculated correlation value was bigger than the critical value of $\alpha = 5\%$. Therefore t there was no heteroscedasticity.

Autocorrelation Test

The autocorrelation test showed that the disturber variable on one observation correlated with the disturber variable on the other observation. There must not be correlation among the disturber variables. To know this, the writer used the Durbin-Watson (DW) test.

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Table 5. The Result of Autocorrelation Using Durbin-Watson (DW)

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Durbin-Watson
1	.570	.325	.318	2.42922	1.914

a.Predictors:(Constant) X2,X1

b.Dependent Variable Y

Table 5 shows that there was no autocorrelation since the value of Durbin-Wtason is 1.914. the DW calculated value is more than -2 and less than 2.

FINDINGS

REGRESSION TEST

The result of multilinear regression test on the students' perception toward ETP's activity and facility is illustrated on the following Table 6:

Table 6. The Result of Multilinear Regression Test

Coefficients

Model		Unstandardized Coefficients		Standardized Coefficients	t	Sig.
		B	Std. Error	Beta		
1	(Constant)	3.155	1.563		2.018	.045
	X1	.201	.047	.300	4.293	.000
	X2	.194	.039	.348	4.977	.000

a. Dependent Variable: Y

Based on Table 6 above, the model of the multilinear regression in this study was:

$Y = 3.155 + 0.201X_1 + 0.194 X_2$

in which:

X_1 = perception toward facilities

X_2 = perception towardactivities

Y = English speaking ability

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Based on the model above, it can be concluded that the independent variable which has the biggest influence on the students' English speaking ability was the perception toward facilities in which the

alue resulted was 0.201. Meanwhile, the perception of ETP's activities influenced the students' speaking ability as much as 0.194.

T-Test

The t-test was used to know how much influence given by the independent variable to the dependent variable partially. The result was shown in Table 6

1. Hypothesis test of the positive influence of the perception toward ETP's facilities to their English speaking ability.

   Table 6 shows that $t_{calculated}$ for the perception toward facilities (X_1) is 4.293. It also shows that db 196 and the significance level of 0.05 was 1.65. Since $T_{calculated} > T_{table}$ (4.293>1.65) therefore H_o was rejected. Meanwhile, the table also shows that the significance value is 0.000 meaning that the probability is less than 0.05. therefore H_o was rejected. That the hypothesis was accepted means that the perception toward facilities (X_1) is partially significant and positive to the dependent variable that is the students' English speaking ability. That it is positive means the higher the value of the perception toward facilities (X_1) the higher the value of Variable Y that is the students' English speaking ability.

2. Hypothesis test of the positive influence of the perception toward ETP's activities to their English speaking ability.

   Table 6 shows that the $t_{calculated}$ for the perception toward ETP's activities (X_2) is : 4.977. On t_{table} with db 196 and the significance level of 0,05, the value achieved was 1.65. Since $T_{calculated} > T_{table}$ (4.977>1.65). Therefore H_o was rejected. That the hypothesis was accepted means that the perception toward activities (X_2) is partially significant and positive to the dependent variable that is the students' English speaking ability. That it is positive means the higher the value of the perception toward activities (X_2) the higher the value of Variable Y that is the students' English speaking ability

F Test

This kind of testing was done to find out whether both independent variables influence the dependent variable (goodness of fit model).

Table 7. F Test

ANOVAb

Model		Sum of Squares	df	Mean Square	F	Sig.
1	Regression	559.480	2	279.740	47.405	.000
	Residual	1162.520	197	5.901		
	Total	1722.000	199			

a. Predictors: (Constant), X2, X1
b. Dependent Variable: Y

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F value = 47.844 and the significance level of 0.000 mean that the independent variables, the perception toward facilities (X_1) and the perception of activities (X_2) at the same time gave significant influence to the students' English speaking ability. The multilinear regression model of Y = 3.155+0.201X_1 + 0.194 $X_2$is concise.

COEFFICIENCE OF DETERMINATION

The coefficience of determiantion (R^2) measured how far the model could fulfill the dependent variables. The result of the data processing is shown on Table 8.

Table8The Result of Determination Coefficience

Model Summary

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate
1	.570	.325	.318	2.42922

a. Predictors: (Constant), X2, X1
b. Dependent Variable: Y

Based on Table 8, the value of R multicorrelation is 0.570. It shows that the relationship between independent variables of the perception toward facilities and the perception toward activities and the dependent variable of the English speaking ability is 57%. This value is more than 50%. Therefore it can be concluded that they are tightly related one another.

Table 8 also shows that the value of R square of 0.325. It means that the influence of the perception toward facilities and activities contributes as much as 32.5%. it clearly shows that there are still other variables that influence the students' English speaking ability.

DISCUSSION

Positive perception toward ETP's facilities and activities is very important to increase the students' English ability. It acts as a strong prior skill for the students to have them enthusiastically join the program. The more enthusiastic the participants, the more enthusiastic they will do all the speaking activities in ETP. Such speaking activities are hoped to be able to increase students' English speaking skills.

Sri Trisnawati et.al (2016) said that most of the students joining the debate class could increase their English speaking fluency, they could speak smoothly without any gaps with various language expressions. In addition, she mentioned that more than half of the students told her that debating helped them speak English accurately in which it could increase their vocabulary, pronunciation and grammar as long as they could also share their idea clearly. Moreover, they claimed that debating increased their self confidence and critical thinking. When an interview was conducted, what they said was in in line with their perception toward debating.

Speaking club activities or those involving the use of English speaking ability highly support the increasing of speaking ability. The more the students have speaking opportunities,

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the better their English will be. It is relevant to what Bamularti dan Ceria Berlanda (2014) found in their research on the students' perception toward the use of role playing techniques in developing the students' English speaking ability. They believed that role play helped them increase their English speaking skills. In addition, according to their experience, they did also believe that role play was a proper technique used in the teaching and learning activities especially in the speaking class of The Education of Elementary Students (PGSD).

Real activities that need students' involvement in using English can contribute much to the success of English speaking program. This is in line with what suggested by the majority of the respondents to ETP facilitators to add more various speaking activities like inviting native speakers, outdoor activities to meet native speakers, and games in order to make ETP more attractive so that they are enthusiast to join the program.

The increasing of good facilities and human resources also contribute to increasing the good perception of ETP participants. Some suggestions also came up asking to have ETP programs were scheduled officially by the university. It was hoped that the participants got more spirit to be more active in joining the program. Besides that, the tutors' competence were also hoped to increase. In addition, other various interesting ETP activities were also hoped to be provided such as a film or other audio-video media.

All respondents' suggestions were recorded and sent to the manager of ETP so that the students' perception toward ETP either toward its facilities or activities could be increased too, with positive perception, the goal of establishing ETP would come into reality. The more the positive perceptions owned by the students, the better their English speaking would be.

CONCLUSION

The conclusion that can be drawn from the findings and discussion explained above are perception variables toward ETP's facilities and activities give a positive influence on the increase of the students' English speaking ability with t-calculated of 4.293 and 4.977. Based on the result of the F test, the significance value was .0000 less than α. Therefore, the regression model of $Y = 3.155+0.201X_1 + 0.194 X_2$ are correct already. The influence of the students' perception toward ETP's facilities and activities to their speaking ability was 32.5%. It shows that there were still many other factors that contribute to their English speaking ability.

SUGGESTION

1. Based on the result of the study, more research related to other variables of perception and the increasing of English skill can be carried out.
2. The scope of the study can broaden not only on the students but also on the other scopes.

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