

CHAPTER I

INTRODUCTION

A. Background of Study

English is a very important language to learn these days. In this context of globalization and rapid advances in information technology, proficiency in English has become one of the essential skills that students at all levels of education must acquire. English now serves as a crucial instrument not just for worldwide communication, but also as a gateway to global knowledge, technology, and culture. In Indonesia, English proficiency is crucial for the development of students' academic skills and is frequently used as a criterion for success in education, both at the secondary and university levels. However, reality shows that the level of English proficiency in Indonesia remains relatively low compared to other Asian countries. This low proficiency can be attributed to several factors: limited learning time in schools, overcrowded classrooms, and a teaching style that generally favors the teacher over the student, focusing mainly on grammar-based instruction. This situation often means that students have fewer opportunities to practice English actively and communicatively.

To address these constraints, there has been an increase in student enrollment in additional tutoring programs or private English lessons. These programs are considered to offer a more personalized and flexible learning environment, tailored to

the needs and skills of each individual. According to Yanda et, al (2024) private tutoring has become an alternative solution for students who need additional support to understand course content, particularly during periods of distance learning and educational crises. These programs can offer students the opportunity to benefit from more in-depth attention from tutors, while stimulating their motivation to learn and improving their academic performance.

Based on Minister of Education, Culture, Research and Technology Regulation Number 12 of 2024 concerning the Curriculum in Early childhood Education, Elementary Educational Level, and Secondary Education Level provides clear direction regarding the addition of English as a compulsory subject. English will be an elective subject with gradual implementation until the 2026/2027 academic year. With a complete plan to become a compulsory subject starting the 2027/2028 academic year. However now there are still many students who still do not understand and cannot master English lessons, thus requiring students to learn independently through the internet such as YouTube and other supporting applications to hone their knowledge of English. besides self-study through the internet one way to review students' English language level is to take additional private tutoring or join a course institution which in this day and age has a lot of course institutions. Belief in the low quality of English language teaching in Indonesia has encouraged students to pursue foreign language education programs through other educational institutions, such as private English courses. Agus Ahmad Rifai (2023) following this English tutoring activity, students'

understanding of English has improved, which they can utilise later. Improve which they can utilise later. They also have to give up their home time or rest time to learn more knowledge.

(*Al-Mujadalah:11*) “.....يَرْفَعُ اللَّهُ الَّذِينَ آمَنُوا مِنْكُمْ وَالَّذِينَ أُوتُوا الْعِلْمَ دَرَجَاتٍ.....”

Allah clearly states that He will elevate the status of believers and those who have been granted knowledge by several degrees. This verse emphasizes how valuable faith and knowledge are in Islam. Therefore, anyone who is studying or seeking knowledge and believes in Allah, whether students as seekers of knowledge or teachers as providers of knowledge, holds a noble and honorable position in the eyes of Allah.

In an environment of rising academic standards and global competition, knowledge of English is becoming an essential skill for students at various stages of their education. However, not all students are able to optimally follow the process of learning English at school. Many face a variety of challenges, such as insufficient comprehension, lack of personal confidence or absence of tailored practice opportunities. To alleviate this need, educational assistance, particularly in the form of one-to-one tutoring that brings teachers directly to students, is an option increasingly sought after by parents and students alike. One-to-one tutorials offer a more tailored method, adaptable to the specific requirements of the learner. In practical terms, this learning model encourages more active communication between trainers and learners, creating an educational environment that is both more enjoyable and more conducive. Nevertheless, in-depth research into the effectiveness of this

program is rarely carried out, particularly when it comes to students' direct experience. How do students perceive private lessons? What obstacles do they encounter, and how does their motivation change over time? These questions are at the heart of this study.

Based on the researcher interest will look for experiences and learning outcomes the students have gained in the extra tutoring program classes at school and outside school. Such as whether there are challenges during in the extra tutoring program, learning results are by the criteria to be obtained or not, and find out what motivates the student to want learning in the extra tutoring program. Specifically regarding the private tutoring program under the Education Guidance institution, the researcher is interested in exploring in greater depth the experiences of students who participate in private tutoring. Education Guidance is a private tutoring institution so its system is one tutor per student. The researcher chose this institution because, during private tutoring sessions it focuses on English in accordance with the learning system at its partner school, Mitra Kasih which uses the Singapore curriculum. Since the content of both science and math textbooks is in English, most students opt for additional private tutoring to hone their speaking and learning skills in English so they can better understand the material taught at school.

The study about students preception on extra tutoring program conducted by several researchers before, such as Yanuar Dwi Prastyo et al. (2022) conducted the research entitled “A study on English private tutoring based on students perceptions at SMP Xaverius 1 Bandar Lampung”. The findings revealed students Perceptions of

Private Tutoring. Private tutoring was perceived as more effective than school teaching, Private tutoring helped improve students' understanding, provided ideal learning methods, and enhanced motivation, self-confidence, and English skills. Private tutors were considered to have higher quality and more experience.

The results of this research are expected to contribute to the evolution of English language learning methods, particularly in the context of non-formal education. In addition, the results of this research may also serve as a reference for private tutoring institutions and English teachers in designing more effective, adaptive, and student-centered learning strategies. It is hoped that by deepening the understanding of students' learning experiences and outcomes, supplemental tutoring programs can become a more optimal way to help students succeed academically and improve their English proficiency. Furthermore, recent studies conducted by Shokirova and Rasulov (2024) reveal that private tutoring positively influences students' learning outcomes, particularly in terms of improving language comprehension and communication skills.

However, its effectiveness relies heavily on factors such as the quality of teaching, the duration of sessions, and students' intrinsic motivation. On the other hand, a study conducted by Nguyen and Vu (2024) in Vietnam found that more than 75% of high school students take private English lessons, but the improvement in learning outcomes is not always significant. This demonstrates that the existence of additional tutoring does not automatically guarantee academic success, as learning experiences and interactions between students and tutors are also decisive factors.

Furthermore, Eliyanti et al. (2024) found that peer tutoring methods can help improve student learning outcomes through collaborative interaction. These methods could also be implemented in private tutoring to boost motivation and active participation.

Therefore, it can be concluded that the effectiveness of supplementary English tutoring programs does not depend solely on the frequency or duration of lessons, but also on the subjective experiences of students during the learning process, the teaching methods used by tutors, and the effect on students' self-confidence and academic motivation. Therefore, this research focuses on an in-depth analysis of the experiences and learning outcomes of students who take private English lessons, with the aim of understanding how these programs can help improve students' academic competence.

B. Definition of Key Terms

1. Students' Experiences

This study focuses on the experiences of students while participating in an English tutoring program under the auspices of Education Guidance Tutoring Center. These experiences include the students' motivation for attending the tutoring sessions, the challenges they faced during the learning process, and the strategies they used to overcome those challenges. In addition, this study also examines the students' learning outcomes after participating in the tutoring program, as evidenced by changes in their academic grades before and after the program. Students' interactions

with their surroundings during the learning process are referred to as student learning experiences

2. Learning Outcomes

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3. Extra Tutoring Program

Learning activities that take place outside the school environment are generally known as supplementary tutoring programs. In this study, this refers to supplementary learning activities conducted outside of school hours to help students optimize their academic performance. The program is conducted privately at the students' homes, with tutors coming directly to the learning location, so that the learning process can be tailored to the needs and abilities of each student. In this study, the researcher focused on a private tutoring institution that provides educational guidance to students in grades 4–6 of elementary school.

4. Academic Competence

In this study, this refers to students' ability to achieve academic learning outcomes after participating in a private English tutoring program. Academic

competence is demonstrated through understanding of the learning material, the ability to complete academic tasks or solve academic problems, and changes in academic performance as reflected in evaluation results or academic grades during participation in the private tutoring program.

C. Research Questions

Based on the background above, the researcher will analyze and focus on the following elements:

1. How is the English extra tutoring program affected the students' experiences?
2. What impressions do students have of the extra tutoring program ability to encourage academic success?

D. Objectives of Study

Based on the research questions above, the objectives of this research are stated as follows :

1. To explore students' experiences when participating in the Englishh extra tutoring program.
2. To find out what impressions do students have of the English extra tutoring program ability to encourage academic success.

E. Significance of Study

This study is expected to contribute to four specific areas: theory, students, tutors, and future researchers.

First, theoretically, this study is expected to enrich the literature on students' lived experiences in English private tutoring programs by providing an Interpretative Phenomenological Analysis (IPA) perspective on how students perceive their learning experiences and learning outcomes. It is also expected to contribute to the understanding of the relationship between students' learning experiences, motivation, challenges, and academic competence in the context of private tutoring.

Second, for tutors, this study is expected to provide insights into students' learning experiences, enabling tutors to better understand students' needs, challenges, and learning strategies, thereby supporting more effective and personalized instruction.

Third, for students, the findings of this study are expected to encourage students to recognize the potential benefits of participating in English private tutoring programs as additional learning support to improve their academic competence and learning outcomes.

Finally, for future researchers, this study is expected to serve as a reference for further research related to students' experiences, private tutoring programs, and academic competence, particularly in studies employing a qualitative phenomenological approach.