

CHAPTER IV

FINDINGS AND DISCUSSION

A. Findings

In this study, the researcher delves deeper into students' experiences while attending private English lessons. Data analysis was conducted based on in-depth interviews and observations. This study examines students' experiences through interviews that addressed questions regarding their experiences during the lessons, including their motivation and the challenges they faced, as well as their learning outcomes specifically, whether there was any improvement. In addition to conduct interviews, the researcher also conducted observations to validate what the participants had described in their interviews with the researcher by using an observation checklist. The researcher will relate these findings and discussions to the two previous questions included in the research questions. The findings of this study have been organized and grouped into several main themes based on the results of in-depth interviews conducted by the researcher with five student participants. In addition to being derived from student interview data, the findings of this study are also supported by evaluation results and explanations from the tutors who accompanied each student throughout the learning process. To ensure the accuracy and credibility of the data, the researcher also conducted direct field observations during the tutoring sessions at the students' homes.

1. Students' Experiences in Participating in the English Private Tutoring Program

This section presents research findings focusing on the lived experiences of students participating in an English tutoring program under the auspices of Education Guidance, with the majority of students attending Mitra Kasih School. The findings were obtained through in-depth interviews with 5 participants, all of whom were in grades 4–6 of Elementary School. Before conducting the interviews, the researcher established rapport through introductions and casual conversation, once the atmosphere felt comfortable, the researcher asked 12 questions to participants regarding their learning experiences during the private tutoring sessions. The questions were divided into several categories: 1) Experiences with private tutoring, 2) Difficulties with private tutoring, 3) How to deal with difficulties, 4) Motivation and role of parents, 5) Learning speed. Besides to interviewing the students, the researcher also interviewed the tutors for supporting the data, asking them 9 questions about their experiences teaching their students in question.

In this study, all participants' identities were anonymized to maintain confidentiality and protect their privacy in accordance with research ethics principles. Therefore, each participant was assigned a specific code in place of their real name. Student participants were coded P1 through P5, while tutor participants were coded T1 through T4. The use of these codes aims to facilitate the presentation, grouping, and analysis of data, while ensuring that the identities of all participants remain protected throughout the research process and in the preparation of the research

report. During the interviews, each student exhibited different characteristics and communication styles when recounting their experiences. To address these differences, the researcher sought to establish a good rapport with each participant before the interview began so that they would feel more comfortable and confident in sharing their experiences. The researcher also gave each participant the opportunity to freely share their experiences without applying pressure or limiting their responses. Thus, the data obtained accurately reflects each participant's authentic experiences and aligns with the research objective, which focuses on exploring students' experiences while participating in the private English tutoring program.

In addition to in-depth interviews, the researcher also conducted direct observations of learning activities taking place in the students' homes as the natural setting for the study. Choosing the home as the location for interviews and observations provided the researcher with the opportunity to understand the students' experiences in a real-world context specifically, the place where the private tutoring actually takes place. Through this approach, the data collected not only reflects the students' perspectives but also captures the learning environment, their interactions with tutors, and the dynamics they experienced throughout the private tutoring program.

Based on the results of the researcher's interviews with five participants and their tutors regarding their experiences during private tutoring, the researcher categorized them into 4 themes: 1) Experiences at private tutoring, 2) motivation for attending

tutoring sessions, 3) challenges encountered during tutoring, and 4) strategies for overcoming those challenges.

1) Experiences at Private Tutoring

The learning experience has a significant impact on students' learning activities, if the atmosphere is comfortable and students feel free to ask questions, they will feel at ease and safe. According to the interview results most students view private tutoring as a form of academic support that is more personalized and comfortable compared to learning at school.

P2 said that *"I can focus better on my studies because the tutoring is one-on-one, so I feel comfortable asking questions"*

This is because, according to the participants, private tutoring allows them to ask questions more comfortably in a more intimate learning environment where there are only themselves as students and the tutor as the teacher. They explained that the learning atmosphere at home makes them feel calmer, freer to ask questions, and less afraid of making mistakes when learning English Learning, because they feel they can learn while playing, keeping the atmosphere lively and preventing boredom.

P1 said that *"Learning while having fun during lessons is enjoyable"*. Then, student P4 further explained that *"I enjoy private lessons, but it depends on my mood; I understand the material better after a private lesson"*. While student P2 said that *"Sometimes, when I have a hard assignment, Miss helps me so I can figure out how to do it"*. Furthermore P4 said that *" i am enjoyed t them, i guess"*. And P5 explain

that “ *i’ve enjoyed it, but its been just okay*”. Based on the participants’ findings, it can be concluded that effective and enjoyable learning depends on engaging approaches, such as incorporating light quizzes or games, as well as personalized support from teachers. Teaching strategies that prioritize enjoyment and individualized interventions are essential for motivating students and improving their academic performance.

In formal classroom settings at school, some students admitted to often feeling too shy to ask questions in front of their peers or having difficulty following the teacher’s explanations due to the large class size. Conversely, through private tutoring, they receive more focused attention from the tutor, allowing difficult material to be re-explained according to each student’s individual needs.

P3 explained that “*I’m shy in class, private tutoring helps me understand the material better, but I’m still shy*”. This shows that students sometimes feel shy about asking questions in school because there are so many students in the classroom. However, private tutoring can help them ask questions more freely and comfortably without fear.

This indicates that students’ experiences during private tutoring are significantly influenced by a more flexible learning environment and closer interpersonal relationships with the tutor. The participants described private tutoring sessions as more enjoyable, supportive, and comfortable compared to learning in formal classroom settings. They felt happy during the lessons because the atmosphere was more relaxed and less pressuring, allowing them to learn without fear of making

mistakes. In this setting, students were given greater freedom to ask any questions, especially regarding difficult materials that they did not fully understand at school. Unlike in regular classrooms, where some students often feel shy, embarrassed, or hesitant to speak in front of many classmates, private tutoring created a safer space where they could express confusion frankly and request repeated explanations when needed. Furthermore, the one-on-one interaction helped students feel emotionally closer to the tutor, who was perceived not only as a teacher but also as a supportive guide who understood their individual learning needs. This close relationship encouraged students to participate more actively, communicate more confidently, and develop a more positive attitude toward learning English. As a result, private tutoring was experienced not merely as additional academic support, but as a meaningful learning space that fostered comfort, confidence, and stronger engagement in the learning process.

2) Motivation for Attending Tutoring Sessions

In terms of motivation, this study found that students' reasons for taking private tutoring are quite diverse. Some students initially took lessons because their parents encouraged them to improve their academic performance, particularly in English.

P2 said that *"Mom made me do it because my grades were bad"*. Then, another explained P3 that *"Mom who tells me to study hard so I can get a perfect score"*. Then, P4 also added that *"Mom told me to get a perfect score"*. While student P5 said that *"Mom made me do it so my grades would improve"*. P1 said that *"My mom*

makes me. She said if i go to the extra tutoring program, i'm allowed to play on my phine, but only sometimes too". Based on the findings from interviews with students, it can be concluded that parents play a dominant role in motivating and guiding students' learning efforts through pressure to achieve academic success. Overall, these data highlight the strong influence of parental motivation on students' learning behavior, which tends to focus on improving grades so that students can achieve better scores and avoid remedial classes.

However, over time, this motivation evolved into an internal drive on the students' part. They began to realize the benefits of private tutoring when they found it easier to understand school material, felt better prepared for assignments and exams, and achieved better grades. Additionally, small, incremental successes—such as being able to answer questions correctly or grasp material previously considered difficult further strengthened the students' enthusiasm for learning. Thus, student motivation is not static but evolves through the positive experiences they gain while participating in the tutoring program.

P2 said that *"When study, I enjoy the learning process, usually asks to extend the session to 2 or 3 hours for private lessons"*. The findings indicate that with private tutoring, students feel more comfortable and enjoy their studies; in fact, they sometimes ask for additional hours for private tutoring sessions.

Thus, student motivation is not static but develops through the positive experiences they gain while participating in the tutoring program. In the early stages, most students enroll in private tutoring because of encouragement from their parents,

who hope that their children's academic grades particularly in English will improve. Initially, student motivation tends to be external, as their participation is based more on family guidance and expectations than on personal desire. However, over time, this motivation begins to shift as students experience tangible benefits from the tutoring program. As they start to understand the material better, solve problems independently, and see improved grades at school, external motivation gradually transforms into internal motivation. Students become more enthusiastic about learning because they realize that their efforts yield positive results. Additionally, appreciation from parents and tutors for the progress they've made further strengthens students' self-confidence and enthusiasm for learning. This demonstrates that the motivation to attend private tutoring doesn't stop at the desire to meet parents' expectations alone, but evolves into the students' own awareness of the need to continuously improve their academic performance.

3) Challenges Encountered During Tutoring

This study also reveals that although students derive many benefits from private tutoring programs, they still face various challenges during the learning process. These challenges are not only related to the subject matter but also to the students' physical, emotional, and mental readiness when attending tutoring sessions after school activities. These findings indicate that students' learning experiences in private tutoring are dynamic, as they must balance academic demands with personal circumstances that vary from day to day.

One of the main challenges most frequently mentioned by participants relates to the English language material itself. Some students admitted that they still struggle to understand grammar, especially when it comes to learning sentence structures, the use of tenses, and grammatical rules that are considered quite complex. Additionally, pronunciation poses a barrier for some students, as they lack confidence when trying to pronounce English words correctly. Mastering new vocabulary is another challenge in itself, especially when students are asked to memorize word meanings, how to use them in sentences, and their application in different contexts. For some students, these materials require more time to understand and repeated practice to master effectively.

P2 explained that *“It’s hard when the material is difficult”*. Then, P5 said that *“Some lessons can be hard”*. Some participants said they didn’t encounter any difficulties during private tutoring; rather, they faced challenges at school. For instance, when the material was hard to grasp and required further explanation, that’s where private tutoring came in. It allowed students to review the material and ask the tutor questions about it.

In addition to academic challenges, students also face internal challenges related to laziness and fatigue. Since most tutoring sessions take place in the afternoon or evening after students have finished their school activities, some participants admitted that they arrived at the study sessions already feeling physically exhausted. After a full day of attending classes at school, doing homework, and engaging in other activities, they sometimes feel their energy has dwindled, making it difficult to

concentrate fully during tutoring sessions. This condition often leads to a desire to rest rather than continue studying.

P1 said that *“I get bored when my tutoring schedule is packed, and I’m also exhausted after coming home from school and going straight to tutoring”*. While, student P3 said that *“Four tutoring sessions a week is exhausting”*. Other participants reported that their main challenges in studying during private lessons were fighting boredom, drowsiness, and fatigue, since they had already been active all day at school and then had to continue with lessons at home. Some students also felt very tired when they had a heavy schedule of lessons throughout the week.

In addition to feeling tired, some students also reported that they sometimes experience a loss of motivation or a sense of laziness on certain days. These feelings typically arise when their study schedule feels packed, they have a lot of schoolwork, or when they feel bored with the constant study routine. In some situations, students admitted to being more easily distracted, having trouble focusing, or taking longer to get started with their studies. This indicates that learning challenges do not always stem from the difficulty of the material, but also from how students manage their mood, motivation, and personal readiness.

P4 explained that *“When I’m sleepy and haven’t eaten, I have a hard time focusing when I study”*. This finding indicates that the main challenge in private tutoring is fighting hunger and drowsiness while studying. Students find it difficult to concentrate if they haven’t eaten before the private tutoring session begins.

Nevertheless, research findings indicate that these challenges can generally be overcome through the role of supportive and adaptive tutors. Tutors who are patient, understand the students' circumstances, and they are able to adapt their teaching methods to the situation at hand are key factors in helping students remain engaged in learning. When students appear tired, tutors typically adopt a more relaxed approach, use engaging learning activities, or provide a brief break to help students refocus. Meanwhile, when students struggle to understand the material, tutors tend to re-explain it in a simpler and more step-by-step manner. Thus, the challenges students face during private tutoring can be understood as a natural part of the learning process. These obstacles include academic difficulties in understanding English material as well as personal challenges such as laziness, fatigue, and boredom. However, through the tutor's support and positive learning experiences, students are able to gradually overcome these challenges and continue their learning process.

4) Strategies for Overcoming those Challenges

The research findings indicate that students employ various strategies to overcome challenges that arise during private tutoring sessions. Although they face academic difficulties, fatigue, and a decline in motivation, most participants strive to continue the learning process by adapting to the tutor's guidance. This attitude demonstrates that students are not merely passive recipients of material but also actively engage to ensure that learning activities proceed smoothly, even when they encounter obstacles under certain conditions.

One of the strategies students most frequently employ is to follow the tutor's instructions throughout the learning session. When students feel tired or lose focus, the tutor typically provides step-by-step instructions and helps redirect their attention back to the material being studied. In such situations, students tend to follow the steps provided by the tutor, such as working through exercises slowly, rereading the material, or tackling problems one at a time. Adhering to the tutor's instructions helps students stay engaged in the learning process and prevents them from losing focus entirely. Additionally, students overcome learning challenges by asking the tutor to repeat explanations when there is material they haven't understood. Some participants noted that one of the main benefits of private tutoring is the opportunity to ask for further clarification without feeling embarrassed or afraid of being judged. The tutor then provides a clearer explanation using simpler language, additional examples, or exercises better suited to the student's ability. This strategy helps students understand the material gradually and reduces frustration during learning.

P1 said that *"Be sure to follow the tutor's instructions"*. Then, student P5 further said that *"Ask the tutor again if you don't understand the material"*. While P2 said that *"No, its all good, that learning its really fun"*. Based on the results of the interview above regarding how students overcome difficulties during private tutoring sessions, when they have trouble understanding the material at school, their strategy during private tutoring is to ask the tutor for a more detailed explanation and to follow the instructions and explanations the tutor has provided.

Another method identified in this study is ensuring physical readiness before the tutoring session begins, such as eating beforehand to stay focused during the lesson. Some students realized that hunger can disrupt concentration and make it difficult for them to follow the the tutor's explanations. Therefore, they made an effort to eat or prepare themselves before the session began. This simple action demonstrates that students are beginning to understand the importance of physical condition in supporting successful learning. When the body is better prepared, students tend to be calmer, more focused, and better able to absorb the material.

P4 explained that *"I usually eat first before my private lesson so I don't get sleepy"*. While P3 explained that *"I usually like to draw and color while I'm there at private tutoring"*. The findings above indicate that, due to the difficulty of fighting off drowsiness and hunger during private lessons as mentioned in the previous findings the strategy to address this is for students to eat before the private lesson begins. If students have eaten, they will not feel sleepy and will be able to focus better during the private lesson.

The role of the tutor is also a key factor in helping students overcome these challenges. Tutors serve not only as instructors but also as learning companions who understand the students' circumstances. When students appear tired or unmotivated, tutors typically adjust the pace of instruction, offer encouragement, or employ more engaging methods to re-engage the students. When students face academic difficulties, tutors provide patient and repeated guidance until the students understand

the material. This flexible approach makes students feel supported and ensures they do not face learning challenges alone.

Overall, these findings indicate that students' success in overcoming challenges during private tutoring is influenced by a combination of personal effort and tutor support. Students strive to follow instructions, actively ask for clarification, and ensure they are physically prepared before studying, while tutors provide academic and emotional support tailored to the students' needs. Thus, the process of overcoming challenges in private tutoring becomes a learning experience that not only enhances understanding of the material but also fosters independence, discipline, and better study habits.

2. Students' Perceived Learning Outcomes and Academic Improvement after Participating in the English Private Tutoring Program

This section presents research findings regarding the learning outcomes reported by students after participating in an English tutoring program under the auspices of Education Guidance. Based on the results of interviews conducted by the researcher with the participants who were asked 8 questions divided into several categories: 1) Improved School Performance, 2) Improvement in Areas Other than Academics, 3) Engagement in School. These 7 questions posed to the tutors to validate their responses during the interviews. Observations were also conducted to examine how the students learned during the tutoring sessions, their level of engagement in

answering the tutor's questions, and the interaction between the students and the tutors; these observations were carried out by the researcher using an observation checklist. The interview results from the 5 participants and 4 tutors each showed positive perceptions regarding the academic impact of their participation in the tutoring program. In general, the students felt that their learning abilities had improved compared to before they started private tutoring. These changes were evident in improved academic grades, better understanding of the material, readiness to participate in classroom learning, and increased self-confidence in the learning process.

One of the key findings of this study is the improvement in academic performance among participants after regularly attending private tutoring sessions. Although the rate of progress varied among students, all participants demonstrated changes that led to improved academic performance at school. Some students made significant progress in a relatively short period of time, while others showed gradual but consistent improvement. These differences in the pace of development indicate that each student's learning process is individual and influenced by their initial ability, motivation to learn, study habits, and how each student responds to the guidance provided by the tutor.

P4 said that *"My grades have improved a lot. Since I started taking private lessons, my grades have gone up even more, so I feel more appreciated"*. Then,

student P2 said that *“Now i consistently get 100”*. Student P3 also added that *“My grades are better now”*. While, P1 said that *“My scores now range from 80 to 100”*.

The following findings show that the academic performance of students who took these private English lessons has improved, either significantly and rapidly or gradually. However, on average, these students are now achieving better grades than before, with scores ranging from 80 to 100.

In addition to helping reduce learning difficulties, the private tutoring program also has a positive impact on overall grade improvement. Other participants reported a significant increase in academic performance, with some even achieving high average grades. These achievements indicate that regular academic support can enhance students' readiness to tackle assignments, quizzes, and school exams. When students receive additional explanations, more targeted practice, and the opportunity to ask questions directly, they become more academically prepared, leading to improved assessment results at school.

The interview results indicate that some participants had previously experienced academic difficulties that led to low grades in school. In some cases, students even had to take remedial classes because they had not met the school's assessment standards. However, after regularly attending private tutoring sessions, this situation began to change. Some students reported that they no longer needed remedial classes because they were better able to understand the material and perform better on school

assessments. These findings demonstrate that private tutoring makes a tangible contribution to helping students overcome the academic barriers that previously hindered their achievement.

P1 explained that *“I only had to take remedial English once, right when I first started school during the very first week. Since I started tutoring, I haven’t had to do it again”*. Then, student P4 said that *“Before tutoring, I once got a 10. I was late that day, so I was told to work on a new worksheet. The material was new, but it wasn’t explained, so I only got one question right”*. While, P2 also added that *“Because my grades are good, I haven’t had to take remedial classes anymore”*. The findings from interviews with the participants indicate that while taking English private tutoring program, In addition to their grades improving compared to before, the students no longer had to take remedial exams when school tests were held. Before taking English private tutoring, they had to take remedial exams several times because their scores fell below the standards set by the school. This experience sparked a motivation to study even harder by taking English private tutoring program.

T2 supporting the data said that *“As for the actual scores, there was an improvement they were now in the 80–100 range. When taking tests at school, students felt more prepared. This was because we thoroughly taught, reviewed, and re-examined the material they had already learned in school. We had them work on test questions similar to those on school exams, following the guidelines provided by*

the school. So when they took the actual test at school, it didn't feel unfamiliar because it was similar to what they had already learned during tutoring". While T3 said that "After the tutoring sessions, her grades improved slowly but steadily. Although the improvement in her grades was gradual, her interest in learning increased after the sessions, and her self-confidence also grew" . Then T4 said that "Because they was already able to keep up during private tutoring since the lessons focused on school material in advance, following the weekly schedule sent by the teacher every week. She usually already understood the material and felt more confident in class, so their grades improved after taking the private tutoring sessions". Based on the findings from interviews with the tutors, they reported that, on average, students saw an improvement in their grades after taking these private lessons whether the improvement was rapid or gradual but steady. This is because students who had previously required remedial help no longer needed it after taking these private lessons. In addition to the academic aspect of improved grades, their self-confidence and interest in learning also increased.

Based on the findings from the interviews conducted, this study reveals that students who participated in private tutoring programs showed a significant improvement in academic performance compared to before they joined the program. This study found that, in general, students' academic performance improved after participating in private tutoring, whether that improvement occurred rapidly over a relatively short period or gradually but consistently throughout the learning period.

This improvement in grades can be seen from various academic indicators, including higher scores on daily quizzes, midterm exams, final exams, and overall academic performance. Students who previously struggled to understand certain subject matter and required remedial assistance no longer needed such help after participating in an intensive private tutoring program. This indicates that private tutoring is effective in helping students close the learning gaps they experience in the school setting. In addition to measurable improvements in academic grades, this study also found that students' confidence in their academic abilities increased significantly. Students became more confident in answering questions in class, more active in participating in learning discussions, and demonstrated greater readiness when facing school exams. This self-confidence then contributes to an increase in students' interest and motivation toward the learning process as a whole. With improved academic performance and self-confidence, students also demonstrate the courage to explore more challenging subject matter without feeling anxious or inadequate. These findings indicate that private tutoring is not only beneficial in improving students' cognitive aspects (academic grades) but also in developing non-cognitive aspects such as self-confidence and a sustained enthusiasm for learning. These improvements collectively contribute positively to students' academic development and equip them with a stronger foundation to achieve academic success at higher levels.

In addition to the tutor and the intensity of study, this study also highlights the importance of parental motivation in children's academic success. Most participants

enrolled in private tutoring at the urging and initiative of parents who wanted their children to achieve better academic results. Parents view private tutoring as an educational investment and a tangible form of support for their children's academic development. The motivation provided by parents whether through moral support, study supervision, or the provision of tutoring resources serves as the initial driving force for students to consistently engage in the tutoring program. Overall, these findings confirm that students' academic outcomes after participating in private tutoring.

Over time, this encouragement from parents serves not only as external motivation but also helps instill more disciplined study habits in children. When parents show interest in their children's grades, school assignments, and academic progress, students tend to feel more responsible for their own learning process. Emotional support, such as praise for improved grades or appreciation for their study efforts, also contributes to increased student self-confidence. Thus, a child's academic success is not only determined by individual ability and the quality of tutors but is also significantly influenced by the involvement and motivation provided by parents.

T2 said that *"Their biggest source of motivation comes from their parents, because parental motivation is truly the best kind of motivation within a family, isn't it? Especially for a child who sees their parents every day, but as a tutor, I also make sure to provide them with motivation to study"*. While T5 explained that *"When*

parents are willing to provide private tutoring for their child—which isn't cheap, by the way that in itself reflects their motivation to improve their child's academic performance. Parents are willing to pay whatever it takes for these private tutoring fees as long as the tutor can come to the house and is trustworthy enough to create a comfortable learning environment for the child". Based on the tutors' statements, it can be concluded that parents play a very significant role in fostering students' motivation to learn and supporting their academic success through private tutoring programs. The motivation provided by parents takes the form not only of verbal encouragement for their children to study harder and achieve better grades, but is also manifested through tangible support by providing the necessary resources. Parents' willingness to invest time, attention, and money in their children's education demonstrates their high expectations for their academic development. Additionally, tutors also view parental support and motivation from tutors as complementary in creating a positive, comfortable learning environment that supports students' development while participating in the tutoring program.

Overall, the findings of this study indicate that private tutoring programs have a positive and significant impact on students' academic development, although the nature and extent of improvement experienced by each participant are not always the same. Some students showed relatively rapid progress, particularly in terms of improved grades and their ability to understand course material. Meanwhile, other students made gradual progress but still demonstrated consistent improvement over

time. These differences indicate that the process of improving each student's learning outcomes is influenced by various factors, such as initial ability, learning motivation, study habits, and the intensity of engagement during the private tutoring program. Nevertheless, all participants experienced tangible changes in their academic achievements, reflected in improved grades on assignments and exams, reduced need for remedial classes, and meeting school grade standards.

In addition to impacting academic performance, the results of this study also show that private tutoring programs contribute to the development of students' learning readiness and self-confidence within the school environment. Students become better prepared for lessons because they have already been introduced to the material during tutoring sessions, enabling them to follow the teacher's explanations more effectively. Furthermore, improved understanding of the material encourages students to be more confident in answering questions, actively participating in discussions, and demonstrating more positive engagement in class. Thus, private tutoring serves not only as an additional means to improve grades but also as a form of learning support that helps students develop more holistically. These findings confirm that private tutoring plays a crucial role in supporting the optimization of academic competencies, building self-confidence, and strengthening students' readiness to meet the demands of formal learning in school.

B. Discussion

This part presents a discussion of the research findings, relating them to both relevant theories from previous research and new theories to support the researchers' findings. The purpose of this study is to explore students' experiences while participating in an English tutoring program under the auspices of Education Guidance and to determine the learning outcomes they perceived after completing the program. This study focuses on how students interpret their learning experiences during private tutoring, including their motivation for attending lessons, the challenges they faced during the learning process, the strategies used to overcome these challenges, and their learning experiences with their tutors. Additionally, this study aims to understand how the private tutoring program contributes to improvements in students' learning outcomes, both in academic aspects such as grades and subject comprehension, as well as non-academic aspects such as self-confidence and student participation in classroom learning.

1. Students' Experiences in Participating in the English Private Tutoring Program

The research findings indicate that students' experiences during private English lessons under the auspices of Education Guidance were characterized by a learning environment that was more comfortable, flexible, and personalized compared to formal schooling. Based on interview results, most participants felt that the private learning environment allowed them to focus better and feel free to ask questions about material they did not understand. The results indicate that the one-on-one

tutoring system provides a psychologically safer learning environment for students. In this context, students do not feel afraid of making mistakes or embarrassed to ask questions, as they often do in formal classrooms with large class sizes. These findings suggest that a smaller, more personalized learning environment has a positive impact on student engagement in the learning process. The home learning environment, with its more relaxed atmosphere, helps students feel more at ease, making it easier for them to understand the course material. Additionally, a flexible, intensive, and interactive tutoring approach is a key factor in making the learning process enjoyable for students. These findings indicate that students require not only clear explanations of the material but also a learning experience that is enjoyable, supportive, and non-pressured.

Furthermore, the findings of this study are consistent with Dörnyei's (2009) theory of the L2 Learning Experience, which explains that positive learning experiences can enhance students' engagement and motivation in learning a second language. In this study, enjoyable learning experiences, supportive tutors, and a non-pressured learning environment led students to develop a positive perception of English language learning. Thus, the learning experiences students had during private lessons had a significant influence on the development of their learning attitudes. This finding aligns by Prastyo et al (2022), which states that learning in small groups during private tutoring was seen as more effective because it allowed to focus and concentrate better. Furthermore private tutoring gains its legitimacy and effectiveness because it is able to address students' affective needs through close and

friendly relationships, unlike the formal school model, which tends to be distant and hierarchical. These findings are also supported by Muttaqin (2022) which found that private tutoring helps improve students' comprehension because the material taught aligns with school curriculum and provides clearer explanations to students. The study also showed that students felt more focused on learning due to the comfortable and flexible learning environment. Furthermore, the study explained that the private tutoring system provides individualized attention, making it easier for students to understand the teacher's explanations compared to formal classroom settings. These findings support the results of this study, which indicate that a comfortable learning environment and personalized attention from the tutor are key factors in shaping students' learning experiences during private tutoring sessions.

The research findings indicate that students' motivation to participate in private English tutoring programs develops gradually through the learning experiences they gain during the tutoring process. Initially, most students enrolled in private tutoring at the urging of their parents, who wanted to see an improvement in their academic grades. These findings suggest that students' motivation was external in nature, as it was influenced by their parents' expectations and support. However, over time, this motivation evolves into internal motivation as students begin to experience the tangible benefits of private tutoring. Students find it easier to understand the material, feel better prepared for assignments and exams, and start achieving better grades in school. These research findings align with learning motivation theory, which distinguishes motivation into extrinsic and intrinsic motivation. Initially, student

motivation stems from external factors such as parental encouragement, but it later develops into intrinsic motivation after students experience academic success and improved understanding of the material. These findings also support by Pratiwi et al (2023) which found that private tutoring can enhance students' learning motivation through more personalized academic support. Thus, this study demonstrates that students' motivation during private tutoring is not static but evolves through positive learning experiences.

In addition, the research findings indicate that students face various challenges while attending private tutoring sessions, both in terms of academic aspects and their personal circumstances. The most common academic challenges relate to difficulties understanding the material while studying at school due to the broad scope of the curriculum. This finding aligns by Prastyo et al (2022) that many students still find English lessons difficult, leading them to seek additional explanations through private tutoring. Students perceive English as a difficult foreign language; due to the limited effectiveness of English instruction at school, private tutoring at home serves as a practical solution to this need. In addition to academic difficulties, students also face challenges such as fatigue, boredom, drowsiness, and lack of focus because tutoring sessions are held after school. These results support the findings of Benckwitz et al (2022) who state that private tutoring does not automatically make students diligent or motivated because students are sometimes prone to high levels of academic anxiety, which triggers boredom and fatigue, and their playtime is consumed by their private tutoring schedule. To overcome these challenges, students try to prepare

themselves physically before studying, engage in activities to prevent feeling bored or burned out during tutoring sessions, and may also ask their tutors to take a short break in the middle of the session for a fun game or a light quiz.

2. Students' Perceived Learning Outcomes and Academic Improvement

After Participating in the English Private Tutoring Program

The results of the study indicate that private tutoring programs have a positive impact on students' academic development. All participants showed improved academic performance after participating in private tutoring, although the extent of their progress varied. Some students showed a fairly rapid improvement in grades, while others experienced gradual but consistent progress. This improvement was evident in higher grades on assignments and school exams, a reduction in the need for remedial work, a better understanding of the material, and increased student confidence in participating in classroom learning. These findings indicate that private tutoring serves as a form of academic support that helps students overcome the learning difficulties they previously experienced in school. Students who previously struggled to understand English material became better prepared for their studies because they received additional explanations, practice problems, and review of the material during tutoring sessions. In addition, tutors also helped students understand the material at their own pace, making the learning process more effective and less stressful for them.

The results of this study are consistent with the 2023 study by Hasmita Dewi et al, which found that tutoring can significantly improve student learning outcomes through more targeted academic support. The study indicates that students who received additional academic support demonstrated a better understanding of the material compared to before. Students showed an improvement in test scores within the 80–100 range. This is evident from the distribution of students' test results, which showed that the average scores fell within that range. This study also supports the research by Pratiwi (2023), which found that private tutoring can improve students' motivation to learn and their academic achievement through a more personalized learning approach. In this study, students became more confident in answering questions in class, more active in discussions, and better prepared for school exams after regularly attending private tutoring sessions. This indicates that students' academic improvement is influenced not only by cognitive abilities but also by the development of their motivation and self-confidence throughout the learning process.

In addition to tutor quality and teaching methods, this study also found that parental involvement has a significant impact on students' academic development. Most students enroll in private tutoring at the urging of parents who want to improve their children's academic performance. Parents not only provide verbal encouragement but also offer tangible support in the form of study materials and additional tutoring programs. These findings suggest that students' academic success results from a combination of family support, tutor quality, and the students' own

study efforts. These research results align with learning motivation theory, which explains that environmental support—particularly from the family—can influence the development of students' motivation and academic success. This is consistent with Ryan R. and Edward L. Deci's (2000) self-determination theory, which states that to foster intrinsic motivation, three basic needs of children must be met: autonomy, competence, and social relatedness. In this study, students' initial motivation did indeed stem from parental encouragement, which was autonomy-supportive. Over time, this evolved into intrinsic motivation as students began to experience tangible benefits from the tutoring program. Thus, private tutoring not only helps improve students' academic grades but also helps build stronger and more sustainable learning motivation.

Overall, the results of this study confirm that private tutoring plays a very important role in supporting the improvement of students' academic competencies. Private tutoring programs not only help students better understand the subject matter but also have a tangible impact on improving their academic performance at school. All participants showed academic progress after regularly attending private tutoring sessions. This improvement was evident in their assignments, daily quizzes, and school exam scores, which were better compared to before they started private tutoring. This study also found that private tutoring helps students overcome learning difficulties that previously required them to attend remedial classes at school. Before joining the tutoring program, some participants admitted to frequently facing

difficulties. However, after receiving regular academic support, students began to understand the material better and no longer required remedial instruction. This is consistent with the findings of Yanuar Dwi Prastyo et al. (2022), whose journal article states that 91.7% of students agree that private tutoring is the best strategy for overcoming learning obstacles at school. It also validates the data from Hidayatul Muttaqin (2022) indicating that private tutoring provides tutors with the time to offer in-depth explanations, enabling students to complete their school assignments with ease. These findings indicate that private tutoring serves as a supportive tool that helps students bridge the gaps in their understanding of material they did not fully grasp in formal classroom settings. Through repeated review of the material, practice problems, and more personalized explanations from the tutor, students become better prepared for exams and school assignments, leading to more optimal improvements in their academic performance.

Thus, private tutoring can be understood as a form of educational support that makes a positive and comprehensive contribution to students' development. This program not only helps improve academic outcomes such as grades and school achievements but also helps students develop mental readiness, self-confidence, and a greater interest in learning. Therefore, private tutoring serves as an effective form of learning support in helping students meet the demands of formal schooling while continuously supporting their academic development.